



PCHS | SEOP

2024

Palisades Charter High School

**SCHOOL
EMERGENCY
OPERATIONS PLAN**

Revised January, 2024

Our Mission:

PCHS will empower our diverse population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth

PCHS

15777 Bowdoin St.,

Pacific Palisades CA 90272

www.palihigh.org

This plan has been shared at a public meeting to allow for public opinion (EC Section 32288(b)(1)) and adopted by the PCHS Administration and the Governing Board of Palisades Charter High School on January 23, 2024.

Approved 9/16/13. This version updates the BOT approved 2023 SEOP. The 2023 SEOP is an update made to 10/18/22 (Fall 2022) revision by the Safety Committee as directed by PCHS Board of Directors.

This document is available for public inspection at Palisades Charter High School Main Office and on palihigh.org.

The purpose of this School Emergency Operations Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever students are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

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SIGNATURES

Emergency Management Resolution
Palisades Charter High School
Los Angeles, California

RESOLUTION: Emergency Plan

WHEREAS, Palisades Charter High School has implemented a School Emergency Operations Plan for all school sites and facilities.

The objectives of the plan are to: 1) Protect the safety and welfare of students, employees and staff, 2) Provide a safe and coordinated response to emergencies, 3) Protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, Palisades Charter High School supports planning, training and exercising the plan at the school site level.

WHEREAS, Palisades Charter High School participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Palisades Charter High School does hereby support the School Emergency Operations Plan.

Revised Plan presented to and adopted by the Board of Trustees January 23rd, 2024.

Date

Sara Margiotta
BOT Chair

Dr. Pamela Magee
Executive Director and Principal

Original adopted 9/16/2013 by the Governing Board of Palisades Charter High School.

PROMULGATION

This plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts in coordination and Los Angeles County, the State of California, and the Federal Government. This plan also establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

PCHS Administration verifies this plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS)
- Establishes response policies and procedures, providing school sites clear guidance for planning purpose
- Describes and details procedural steps necessary to protect lives and property
- Outlines coordination requirements
- Provides a basis for unified training and response exercises to ensure compliance

Requirements

The plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Purpose

To protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

Scope

It addresses a broad range of major emergencies impacting the PCHS school site and facilities that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

Objectives

1. Protect the safety and welfare of students, employees, and the school community.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the school's facilities and properties.
4. Enable the school to restore normal conditions with minimal confusion in the shortest time possible.

5. Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Responsibility

The PCHS Administration has the responsibility to ensure the safety of students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. PCHS has an online safety course, safety activities, drills, and exercises to practice using the system. Periodic training is available to help orient new employees and provide refresher training to current employees on an annual basis.

American Red Cross

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up mass care facilities and local governments have a right to use schools for the same purposes. PCHS is a Red Cross Provider, and school officials cooperate closely with ARC and local government representatives when we are contacted by the ARC, the ARC Regional Mass Care Manager, and/or their representative.

STATEMENT

Dear Palisades Charter High School Families:

The safety of our students and faculty/staff continues to be of utmost importance to Palisades Charter High School. As Executive Director and Principal, my focus is "smart, safe schools". Schools that are smart and safe open doors for all students by building a foundation of high expectations, rigorous content, and persistent support. We employ a variety of security measures in our daily efforts to provide a safe and secure learning environment. These measures reflect our community's high expectations for school safety and include the following:

Positive School Climate

Palisades Charter High School is committed to ensuring a positive, inclusive campus culture and climate. We survey our educational partners including staff, students, and parents to gather timely feedback regarding practices that are working well and areas for growth. Focal points include teacher leadership, student opportunities, professional learning, and community engagement. All educational partners have opportunities to shape the school environment through committees where new ideas are heard and decisions are made. Professional learning opportunities address individualized needs, cultural competency, and school-wide initiatives. The PCHS faculty and staff are united in our commitment to ensuring a safe

and respectful school environment. The following Social Justice Mission Statement was signed by the faculty and hangs in the main hallway of the school: “We will not tolerate, and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected. Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations.”

Two significant related initiatives are the formation of an Equity Task Force to monitor student achievement data, campus relationships, and policies, and expansion of the Campus Unification Program designed to provide support for our diverse student body. Positive Behavior Intervention strategies are also emphasized as the most effective approach to addressing student behaviors.

Palisades Charter High School Safety Committee

This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. It's members include representatives from School Security, Administration, Transportation, Community Relations,

Instructional Staff, Support Staff, Police Department, and a member of the Board of Trustees.

PCHS's School Emergency Operations Plan serves as an operating guide for a wide range of emergencies and reflects each school's unique characteristics. The Safety Committee recently revised and expanded this plan. We audit and practice these plans throughout the year.

School Security Team

PCHS has an effective and efficient school security team that consists of a partnership with the Los Angeles School Police Department, an on-campus School Police Officer (SRO), two full-time deans, one full-time campus security supervisor, six (6) school campus aides and 4-5 additional 3rd-Party contractor security guards who respond to any event at our school site.

Security Improvements

We use the Federal school recommended "threat assessment model" to enhance school safety. We also use proven physical security survey checklists to determine low to no-cost improvements that will make the area "unattractive" to criminal activity, utilizing CPTED (Crime Prevention Through Environmental Design) principals. In addition, we can expand our camera surveillance system to help deter, detect and investigate school crimes. In 2023, PCHS incorporated CPTED principles in perimeter fencing design for development with LAUSD.

Anonymous School Safety Tip Line

Students and their families may call 707-232-8693, use the **STOPit** app, or link (go.palihigh.org/STOPit) to report a crime or threat made anywhere in the USA. This anonymous line is staffed 24 hours a day and is meant for anyone having ANY information about a possible threat or crime. In the event of an emergency, the school will use all its available sources to update parents and community.

If notified of an emergency at PCHS, do not go to the school unless the notification instructs you to do so. If you go to the school when not instructed to, you may put your child, yourself, or others at risk.

To help keep your family safe, I encourage you learn and prepare for emergencies that might happen in the community or your home by engaging with our safety course. Other excellent resources are available at www.redcross.org and www.nsc.org.

Please be assured that we take many precautions to help ensure the safety of our students. If you have questions or concerns about school safety, please contact me.

Thank you for your understanding and assistance.

Sincerely,

Dr. Pamela Magee

SECTION 1- INTRODUCTION

LEGAL REQUIREMENTS

The following list of related authorities and requirements refer to Education Codes and Government Codes relevant to this document:

1. California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code): The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.
2. California Government Code (Section 3100, Title 1, Division 4, Chapter 8): States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.
3. Petris Bill (Section ~ 8607 of the California Government Code): This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

4. California Civil Code, Chapter 9, Section 1799.102: Provides for “Good Samaritan Liability” for those providing emergency care at the scene of an emergency.
5. CA Health and Safety Code, Section 131021: “Essential workers” defined as “secondary school workers.
6. California Emergency Plan: Provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies.
7. Comprehensive School Safety Plan Section ~ 32280-CA Ed Code: Each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and grades 1-12.
8. No Child Left Behind Act of 2001: This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers.
9. Los Angeles Emergency Operations Plan



BOT | PCHS Policies

Policies governing emergency preparedness and response within the school are established and updated. The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the EDP or designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative.

The following entities shall be notified as soon as a closure decision is made through the Executive Director's Office, as needed:

- Board of Trustees
- Faculty/Staff
- Parents/Guardians
- Police, Fire, and other agencies
- Local area media
- State & Federal legislators and other officials
- CA Office of Emergency Services (CalOES)
- CA Department of Education (CDE)
- Local hospitals/County Emergency Medical Services

If parents/guardians come to the school and properly identify themselves with photo ID as an Emergency Contact for that student students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for the care of their own family should be prearranged in order to permit discharge of this

emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities.

The EDP or designee shall prepare a list of staff to be assigned School Emergency Response Team roles (SERT) as outlined in this plan.

The EDP is responsible for training and annual update/maintenance of the School Emergency Operations Plan. The PCHS Safety Committee, consisting of Administrators, Faculty, Staff, Students and Parents will annually review and recommend updates, as well as conduct safety trainings.

The EDP or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the HR office.

PCHS will solicit cooperation and engagement of the PTSA (Parent Teacher Student Association) and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the EDP or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention, disabilities and/or AFN.

NATIONAL PREPAREDNESS GOAL

5 mission areas:

1. **Prevention:** Prevent, avoid or stop an imminent threat or incident.
2. **Preparedness:** Protect the lives of students and staff who allow for PCHS to thrive.
3. **Mitigation:** Lessening the impact of an event.
4. **Response:** Responding quickly to save lives and meet basic human needs.
5. **Recovery:** Restoring, strengthening, and revitalizing the campus community in terms of health, social, and environmental impact.

The National Preparedness Goal describes five mission areas — **prevention, protection, mitigation, response and recovery** — and 32 activities, called [core capabilities](#), that address the greatest risks to the nation.

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

attacks, hurricanes, school incidents, and other experiences. PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after. The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.”¹

NIMS AND SEMS

National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS)

¹ "Guide for Developing High-Quality School Emergency Operations Plans" (2013)

NIMS Purpose and Scope

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security, for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

SEMS Purpose and Scope

These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program including those currently in use by state agencies, the Multi-Agency Coordination System (MACS) as developed by FIRESCOPE program, the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all

emergency responders in California. SEMS requires emergency response agencies use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS. Local government must use SEMS by December 1, 2006 in order to be eligible for state funding or response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2025, and §2930. Individual agencies' roles and responsibilities contained in existing laws or the state emergency plan are not superseded by these regulations.

SEMS is the overall system in which many agencies, levels of government, and information systems fit.

The parts of SEMS are:

- Incident Command System (ICS)
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

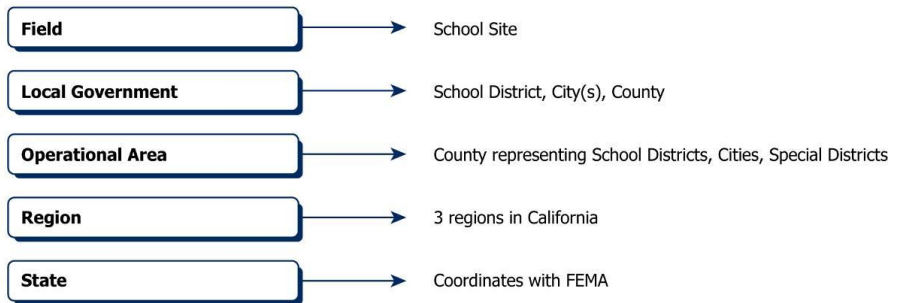
Public schools have mutual aid agreements for shelter, counseling, and other items and must participate in inter-agency coordination.

Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger

information picture. Thorough documentation and accuracy is very important. "All disasters begin and end at the local level".

Order of Coordination:



Field IC Level (School Site)

Involves:

- Utilizes the Incident Command System
- Tactical on-scene response
- Establish and maintain Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public Works, etc.).

Local Government Level (School District, City(s), County)

Involves:

- City(s), County, County Office of Education, Community College District, School District
- Establish and maintain Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implement Local Emergency Plans
- Requests support from the Operational Area

Operational Area Level (County representing School District)

Involves:

- County and ALL political subdivisions
- Coordinating information, resources, and priorities among all local governments
- Brokering resources within the Operational Area
- Functioning as the intermediate level between the Region and Local Government

OES Region Level (PCHS is in the CA Southern Region)

Involves:

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within Region

State Level

Involves:

- Coordination between Administrative Regions as required
- The initial point of communication and coordination between California and the Federal Response System

SEMS AND SCHOOLS

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

1. Incident Command System (ICS)
2. Mutual Aid Systems
3. Multiple agency coordination

Incident Command System

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government: Federal, State, tribal, and local, as well as by many private sector and non-governmental organizations.

The five ICS functions are required at all NIMS levels. They are command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Major Concepts

1. Every emergency, not matter how large or small, requires management, planning, operations, logistics, and finance/administration be performed.
2. The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
3. Every incident requires an **Incident Commander** (personal in charge) at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five), referred to as span of control. Note: this does not apply to student supervision.

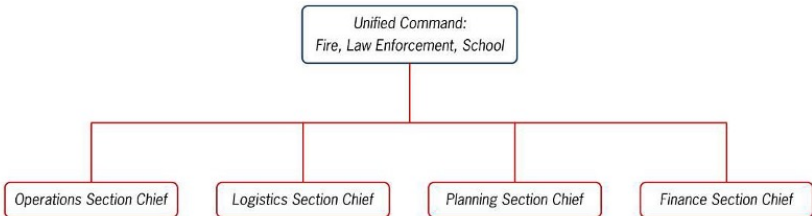
ICS Responsibilities at the School Site

The following chart outlines the responsibilities within each of the five ICS functions of the School Site. PCHS SERT roles encompass these roles (see School Emergency Response Team, Section 3).

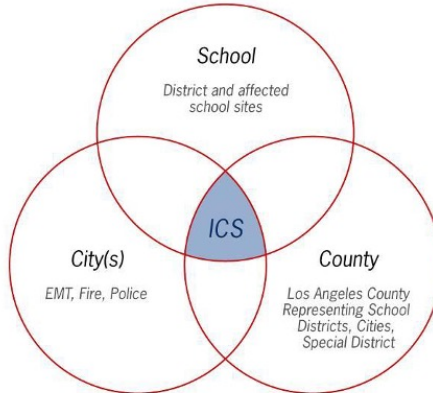
Function	School Site Command Post
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE	Provides financial accounting/cost control

Incident Command System

ICS Unified Command



ICS Principles



* Diagram indicates activation of operational area

Mutual aid systems

Voluntary and reciprocal agreements that provide services, resources, and facilities when existing resources prove to be inadequate.

Multiple Agency Coordination (MAC)

Agencies working together at any SEMS level to facilitate decisions.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the SEOP, SERT and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage to either structures or their contents as well as education of parents, students, and teachers on the emergency plans and contact information.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized; EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Recovery as it pertains to PCHS is further referred to in Section 4 of this plan.

SECTION 2- SCHOOL SAFETY PROGRAMS

ASSESSMENT OF LOCAL AREA CRIME

Prepared by LAPD	2021	2022
Homicide	0	0
Rape	3	5
Aggravated Assault	17	10
Robbery	5	6
GTA	48	48
Burglary	77	82
Car Break-Ins	218	187
Grand Theft Person	1	2
Theft	96	78

CHILD ABUSE REPORTING

Any Teacher/Supervising Adult and Administrator, if reasonable cause exists to believe abuse has occurred, is required to report the incident immediately to the Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement.

Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

Legal Definitions/References

Child abuse or neglect includes the following (Penal Code 11165.5, 11166.6)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment of a child as defined in Penal Code 11165.3.

Child abuse or neglect does not include:

- A mutual affray between minors (Penal Code 11165.6).
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).

How to Report Child Abuse

Anyone involved in the care and treatment of students under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline at (800) 540-4000. To make a report, you will need to provide the following information:

- Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
- Any additional information that may help establish the cause and identity of persons responsible

- Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the DCFS hotline immediately even if all the information is not available to you. If requested, follow up with a written report to the Department of Child and Family Services.

Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person (Penal Code 11166). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

How to Respond to an Abused Child

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.

- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the Department of Child and Family Services hotline at (800) 540-4000 to make a report.

DCFS Abuse Investigation Process

Once an abuse report is filed, the Department of Child and Family Services (DCFS) will assess and investigate the case. DCFS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

DCFS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact DCFS at (800) 540-4000.

Training

Training of mandated reporters will take place via the CharterSafe portal and shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights (Penal Code 1165.7).

SAFE INGRESS AND EGRESS

The campus is secured during the school day and all visitors must register with the Main Office by providing a state-issued identification card or Driver's license and are assigned a Visitors ID badge once passing an online background check. Security detail is regularly assigned to entrances used during the school day.

Additionally, security cameras located at entrances and throughout campus help enable PCHS to review visitor's movements once they enter the campus. Additional safety cameras were added to the campus network within the past few years. Following better practices for school safety procedures, PCHS has implemented a front door RAPTOR check-in system that retains a full database of all school visitors who register with the Main Office.

The Raptor system will issue a Visitor ID badge that must be visibly worn while the visitor is on campus. Only approved visitors will be allowed on campus. To gain approval, appointments with teachers and/or staff members must be made at 24 hours in advance. The teacher or staff member will notify the Attendance Office of the appointment. This process is to ensure the safety of students and staff on campus.

There are no item drop-offs or pick-ups of any kind on campus or adjacent sidewalk on School Days during School Hours. The only exceptions are medications for students or students themselves.



Visitor Policy

POLICY TITLE: Visitors to School Campuses and Locked Campuses During Class Hours at All Schools

ISSUER: PCHS Administration

DATE: December 7, 2009, reissued December 20, 2012, and reissued December 15, 2022

POLICY: Palisades Charter High School is committed to providing a safe and secure learning environment for its

students. Administrators are to ensure that on parts of the campus with fences and gates, all non-emergency-exit gates that are not physically monitored by Security Personnel must be locked at the beginning of classes in the morning and remain locked until the end of the school day. School visitations should be monitored at all times.

As we welcome visitors to our schools, we need to inform them of our policies and procedures. Parental and community involvement in school programs and activities should be encouraged as stated in the California Education Code (Education Code § 44810 (a); § 44811 (a); § 51101, (a): (1), (2), (12))

GUIDELINES: The following guidelines apply.

STATE LEGAL REQUIREMENTS

1. Schools must develop and post a visitor's policy.
2. All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. This does not preclude visits occurring on the same day as requested.
3. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal/designee has been obtained.

Parents do have the right to:

1. Be informed in advance of the procedures for visiting the school;

2. Request and obtain approval of the principal/administrator to enter a school campus;
3. Observe in the classroom or classrooms in which their child is enrolled within a reasonable period of time after making a request;
4. Request a meeting with the classroom teacher and/or school principal/administrator following the observation; and,
5. Meet with their child's teacher(s) and/or the school principal/designee, within a reasonable period of time after making a request.

Parents do not have the right to:

1. Willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury upon any person.
2. Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform his or her duties.

The law prohibits schools from setting arbitrary time limits regarding frequency and duration of visits. General expectations for visitors are:

1. Follow the established school policy in requesting a classroom visitation from the principal/designee.
2. Show government issued ID to the principal/designee, sign-in and receive a visitor's badge before proceeding to the classroom.
3. Enter and leave the classroom as quietly as possible.

4. Do not converse with the students, teacher and/or instructional aids during instructional time.
5. Do not interfere with school activities.
6. Keep the length and frequency of the classroom visits reasonable (to be determined by the activity being observed).
7. Follow the school's established procedures for scheduling an appointment with the teacher(s) and/or principal/designee after the classroom visit, if needed.
8. Return the visitor's permit before leaving the campus.

Administrator's Authority

Adults and minors over 16 years of age who enter a school campus and fail to adhere to the posted "Visitor's Policy" or who defy the principal/designee's authority may be reported to the appropriate police agency and may be subject to criminal charges. This policy is enforced by the California Penal Code Section 626.7, 626.8, the City of Los Angeles Municipal Code Section 63.94 and/or the Education Code § 44810 (a), § 44811 (a).

Closed Campus

PCHS has a closed campus. Once a student has arrived at school, s/he must remain on campus until the end of the school day (2:46PM, for all students who do not have a 7th period class) unless granted permission to leave by an administrator/designee.

Appropriate consequences will be enforced using tiered interventions involving detention and conference with parent/guardians.

Students who are authorized to participate in an educational activity off of campus must receive authorization from the Attendance Office and Principal designee. Such students may be asked to show the authorization to a supervising adult before leaving campus.

Attendance Policy and Tardiness

For Attendance and tardy definitions, and updated policy, refer to the [PCHS Parent and Student Handbook](#). This information is also kept up to date on the website under the "Parent" tab (palihigh.org). SART (School Attendance Review Team) meetings with students, parents, counselors and administrators provide attendance intervention support.

Take Ten Model

PCHS sponsors breakfast, care packages, and academic support for students who have come late on public and school buses. When PCHS is virtual, this program is referred to as *Ready, Set, Go!* to meet students' mentoring and socio-emotional needs before school. This program is implemented by the Campus Unification Director office.

Hall Passes

Students out of class for any reason must have a hall pass with their name, the date and time, and a teacher's signature. Any student found in the halls without a pass will be escorted back to class and assigned an unexcused tardy. Repeat offenders will receive further disciplinary action.

To ensure uninterrupted class time, students are not to loiter in the halls for any reason. Students, including Teacher Assistants, are expected to be in class on time and to follow above protocol. Those found loitering in the halls may be reassigned to another class for the remainder of the semester.

Leaving an Assigned Area

A student will be assigned an unexcused absence if s/he leaves class, a place where s/he is assigned, or the school grounds without permission for any length of time. Teachers will immediately refer any student who is absent without permission to the Principal/designee.

DRESS CODE

Palisades Charter High School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

To view PCHS's values and [current dress code](#), please see our website palihigh.org.

THREAT ASSESSMENT TEAM

PCHS Executive Director/Principal establishes and maintains a multidisciplinary threat assessment team with diverse representation among staff, when necessary. This threat assessment team responds to student behavior that raises safety concerns that are not based on assumptions, stereotypes, or myths about people with disabilities (including mental health-related disabilities) or people of a

particular race, color, ethnicity, national origin, religion, or sex.

Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. PCHS SRO and/or LAPD should be included in the assessment.
3. The Assessment Team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
 - A. Category 1: High violence potential; qualifies for arrest or hospitalization,

- B. Category 2: High violence potential; does not qualify for arrest or hospitalization,
- C. Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others,
- D. Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
- E. Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The Assessment Team will recommend appropriate action to the EDP and School Administration.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
8. Communication to parents, students, and staff.

DISCRIMINATION AND BULLYING

"PCHS We will not tolerate and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected.

Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations."-PCHS Staff Commitment to Social Justice, 2017

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

School policy requires all personnel to promote among students and staff mutual respect, tolerance, and acceptance. "All students and staff have the inalienable right to attend a campus which is safe, secure and

peaceful:" [Article 1, Section 28(c) of the California State Constitution].

PCHS maintains a list of "Resources for a Safe Campus" for Faculty, Staff, Students, Parents and our school community on the palihigh.org website. Please refer to that list for up to date information. We strongly encourage all students, parents, faculty and staff to familiarize themselves with the resources. Together we can help bridge gaps across differences, foster an environment of acceptance and inclusivity, and keep each other safe.

Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Bullying behaviors include but are not limited to: verbal, non-verbal, physical, emotional, Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Refer to the PCHS Parent and Student Handbook regarding a list of bullying behaviors and the PCHS Anti-Bullying Policy.

Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive or hostile working environment or interferes with work performance. Such conduct constitutes harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work

performance or creates an intimidating, hostile or offensive work environment.

Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding an employee's race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation, or any other basis protected by law.

Sexually harassing conduct in particular includes all of these prohibited actions as well as other unwelcome conduct such as requests for sexual favors, unwelcome sexual advances, or verbal or physical conduct of a sexual nature (like name calling, suggestive comments, or lewd talk).

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;

- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment, or cooperating in an investigation or alleged harassment.

PCHS is committed to providing a work environment free of harassment. PCHS policy prohibits sexual harassment as well as harassment based on race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, marital status, registered domestic partner status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.

All such harassment is unlawful. PCHS's anti-harassment policy applies to all persons involved in the operation of PCHS and prohibits unlawful harassment by any employee of PCHS, including supervisors and managers, as well as vendors, customers and any other persons.

PCHS does not tolerate harassment. Any employee who believes that he or she has been subjected to harassment is encouraged to immediately report the harassment to any supervisor, any Director of PCHS, or to the Human Resources Department.

PCHS will not retaliate against any employee who files a harassment complaint. An employee's refusal to submit to

sexual advances or other types of harassment will not adversely affect the employee's employment, evaluation, wages, advancement, assigned duties, or any other condition of employment or career development. Employees who observe what they believe may be harassment of another employee should immediately report the matter to any supervisor, any Director, or the Human Resources Department. PCHS will immediately investigate all complaints of harassment. All investigations will be handled with the greatest degree of confidentiality under the circumstances.

At the conclusion of its investigation, PCHS will inform the complainant of the results of its investigation and take any necessary corrective action. The necessary corrective action can include reassignments and all forms of discipline, up to and including termination of employment. This, and additional information can also be found in the [PCHS Employee Handbook 2023-24](#) and the [PCHS Parent and Student Handbook](#). The **PCHS Discrimination Policy** can be found [here](#).

Campus Unification Department

The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict.

The Campus Unification Director promotes an inclusive school campus and encourages all to report any instances of bullying, harassment and discrimination through several clubs, culture chats, activities, and initiatives. Specifically, the Three C's assist student grievance reporting.

The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow the opportunity for growth and care.

DISCIPLINE

PCHS utilizes a Restorative Practices model and is aligned with LAUSD Affiliated Charter School requirements².

Restorative Practices are processes that proactively build healthy relationships and a sense of community and belonging in order to prevent and effectively address conflict and wrongdoing when it occurs³.

PCHS Positive Behavior Interventions and Supports

PCHS's Restorative Justice Program conducts restorative circles, drug intervention, and counseling through it's

² Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices ([PBIS/RP](#))[[BUL-133307](#)]
(11/21/22)

³ School Discipline Policy and School Climate Bill of Rights (Res-2013)

discipline office. In addition, PCHS trains a teacher sponsor and students in Peer Mediation in order to conduct mediation during student conflict(s).

Please refer to the PCHS Parent and Student Handbook for updated Discipline policies.

Free Expression Policy

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods.

Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school.

California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the times, place, and manner of those speeches or activities in order to maintain a safe and peaceful campus for all students and school employees.

Students who fail to follow the directive of school site administrators or school policy concerning demonstrations, assemblies, sit ins, etc., may be disciplined.

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations notated in the student handbook. Approvals by Administration and coordination with Campus Unification Office is required.

ANONYMOUS TIP LINE

PCHS anonymous tip Line, provided by STOPit Solutions, may be accessed by phone at (707) 232-8693 or via the [online web portal](#). Students are informed annually in a safety training about this access, and signage is posted campus-wide, as well as on school transportation.

CRISIS AND DISASTER RESPONSE PLANS

PCHS maintains threat/hazard specific annexes of crisis and disaster responses in this document, which is updated by the Safety Committee and submitted to the PCHS Board of Trustees on an annual basis.

SECTION 3- PREPARATION

SCHOOL EMERGENCY RESPONSE TEAM

Staff members who make up our diverse School Emergency Response Team (or SERT) are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. The SERT roles correspond to the ICS Functions mentioned in the NIMS and SEMS section of this plan.

***SERT Organizational Chart updated annually and kept on file for internal use only.**

Command Team

Incident Commander (IC): The Incident Commander is responsible for emergency operations to ensure the safety of students, faculty, staff and others who are on campus.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate SEOP and SERT.
3. Establish a Command Post.
4. Develop and communicate the Incident Action Plan (IAP).
5. Provide School Site Specific Status Report Form.
6. Authorize any release of public information.
7. Begin student release procedures (when it is safe to do so).
8. Make provision for mental health counseling.
9. Make provisions for language translations.
10. Release teachers and staff as appropriate.
11. Declare end of emergency – initiate recovery when appropriate.
12. To remain in charge of campus until released by fire or law enforcement incident commander.
13. Remain in the Command Post and manages the crisis.

Incident Commander for Police or Fire will take control of emergency once onsite. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is onsite, all decisions regarding evacuations, relocations, and declaring an 'All Clear' will be made with the expressed approval and coordination of First Responders.

Safety Officer: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Are there enough workers available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

Public Information Officer (PIO): Conduit for information flow between the school and community; including the media.

Responsibilities

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and communication.
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Prepares timely information for distribution to parents and students.
5. Obtain copies of all media releases and post them in the Command Post for review.
6. Prepare information summary on media coverage for SERT personnel.
7. Arrange for meetings between news media and incident personnel as directed by the IC.
8. Coordinates press conferences.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

Liaison: Liaison between the school site, unified command, EOCs, and all other agencies. This position may be performed by the PIO and/or IC.

Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.

2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

Operations Team

Operations Section Chief: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

Responsibilities:

1. Coordinate mode of communications/PA.
2. Coordinate staff buddy assignments.
3. Coordinate student messengers.
4. Coordinate search & rescue.
5. Coordinate campus check and security.
6. Coordinate School Emergency Response Team.
7. Coordinate medical aid.
8. Coordinate student care.
9. Coordinate student release.
10. Coordinate mental health counseling.
11. Make sure teams have enough supplies.
12. Reassign staff as needed.
13. Schedule breaks and back-ups for staff.

Site Coordinator: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency.
2. Control access to the affected area.
3. If necessary, preserve crime scene until police arrive and assume control.
4. Keep IC updated on status of emergency.
5. Assist medical team, if necessary.
6. Assist First Responders at the scene.

First-Aid Coordinator: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

In the event of multiple injuries, the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
7. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
8. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
9. If necessary, will set up a Casualty Collection Point and Morgue.

Police/Fire/Medical Coordinator: Assist emergency personnel and direct them to the scene.

Responsibilities:

1. Meet emergency personnel with site map and keys and take them to the scene – utilizing the most efficient route.
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.).
3. Keep IC updated on status of police/fire/medical personnel.
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

Search & Rescue Team Coordinator: Manage the search efforts. A radio operator and/or scribe may assist the SAR Coordinator with their duties.

Members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, **The PSA Station**, overseen by HR personnel, will be utilized as well as considering combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties into Search Teams based on available workers; minimum two persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.
4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

Responsibilities for Search Team in the event of a fire:

Until the police and Fire Department have arrived, the search team will direct firefighting efforts.

Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property.
2. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!
3. Generally, the team will begin at the center of the building destruction, search the immediate area

and then move to the next building (moving clockwise).

4. If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.
5. Bring the emergency containers to the evacuation site.
6. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
7. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

Procedures for Searching a Room:

1. $\frac{1}{2}$ of a chalked X will be marked on the door as the team enters the room to indicate that the room is in the process of being searched.
2. The team will search the room in a clockwise direction.
3. When the room has been searched and cleared, the team will place a second mark with chalk so that a large 'X' will indicate that the team has cleared the room.
4. When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post.

5. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information onto the Command Post.

Site Security Coordinator: Secure the school campus and all buildings.

Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is 'locked down' and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

Parent Coordinator: Liaison with the parents on site.

Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable).
2. Advise parents of the situation and if their child is or isn't involved in the emergency.
3. Keep IC updated on the status of parents.
4. After the 'All Clear' has been given, assist those parents who wish to take their children home.

Student Supervision Team: Remains with and supervises students.

Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally, each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities.

As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC by PSA Station. All personnel not assigned to a team will be assigned to the Student Supervision team.

Student Release Team Coordinator: Release students to authorized adults. *See Reunification Procedure Annex.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and to whom they were released.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

It is important to create a secure area for student release. Members of SERT team will assist installation of yellow caution tape and/or orange cones.

Planning Team

Planning Section Chief: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports

Logistics Team

Logistics Section Chief: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison (Operations Team).
6. Make arrangements for transport of supplies and lodging of personnel.

Finance and Administrative Team

Finance and Administrative Section Chief: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

Responsibilities:

1. Document all supplies redirected to emergency.
2. Document all personnel time redirected to emergency (number of hours with description of activities performed).
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC.
5. Document all activities.

Scribe, and other Office Staff: Assist IC in managing crisis, making necessary notifications and recording all events.

Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.
3. Shut off school bell system (also Logistics).
4. Make other required telephone calls.
5. Advise IC of any new information.
6. Maintain a Chronological Event Log. The following information will be recorded in the Log:
 - Time IC was advised of the emergency
 - Time Lock-Down (or other emergency signal) was declared.

- Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished
- Time all incoming calls were received, from whom, and nature of the call
- Time School Emergency Response Team arrived at the Command Post

SAFETY TRAINING

In training to maintain a safe and secure campus, PCHS has partnered with a number of third-party safety specialists over the last ten years such as LAUSD School Police, LAPD, LAFD, ALICE, Safe Kids HERO, FEMA, DHS, Aegius, CERT, ARC etc. to establish and improve safety protocols for PCHS.

PCHS encourages staff to utilize the “Power of Hello” and “See Something, Say Something” reporting. Staff completes training through Charter Safe in all required areas including Reporting, Cyberbullying/Bullying, SDS Sheets, Bloodborne Pathogens-Bodily Fluids cleanup, Suicide and Bullying Prevention. Please refer to our [Human Resources Department](#) for further information regarding these trainings.

EMERGENCY DRILLS

The PCHS Safety Course may be accessed by Parents, Students, Faculty and Staff via Schoology. Our annual drill calendar is posted in this course (along with drill information) in addition to the main calendar on palihigh.org. Drills, conducted on a monthly basis during the school year, are accompanied by training modules and information in order to communicate what to expect when it comes time to exercise our response procedures. Psychological First Aid for Schools (PFA-S) is employed when delivering the trainings in consultation with the PCHS Mental Health Team.

Drills are documented and reports submitted to Administration. Drill reports include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

The EDP and Staff with emergency assignments in the Command Post should attend periodic special management **tabletop exercises** in order to become familiar with the ICS and functional management coordination.

Sample Drill Calendar:

Date	Activity	Including
31-Aug	Safety Course Orientation	Schoology Assignment, PA System, including Earthquake “Drop-Cover-Hold”
14-Sep	Fire	PA/Phone Alert Systems. Manual Fire Alarm Pull, Radio Test, Evacuation, Reunification Exercise
20-Oct	Great Shakeout	“Drop-Cover-Hold”, Radio Test, PA/Phone Alert Systems, Text Alert System, Evacuation, Reunification Exercise, Search and Rescue
16-Nov	Lockdown	Radio Test, LAPD and Campus Police, Tabletop, Campus PA/Phone Alert Systems, Text Alert System, Lockdown
7-Dec	Safety Activity	Schoology Assignment, Tabletop Discussion, Training Exercise
18-Jan	Earthquake	Radio Test, PA/Phone Alert Systems, “Drop-Cover-Hold”, Shelter in Place and Evacuation
15-Feb	Active Assailant-Lockdown	Radio Test, Text/PA/Phone Alert System, LAPD and School Police, Run-Hide-Fight, Lockdown
15-Mar	Hold	Radio Test, Campus PA/Alert Systems, Text Alert System, Tabletop
26-Apr	Airborne Event	Tabletop, Radio Test, PA/Phone Alert Systems, Shelter In Place
10-May	Safety Conclusion	Schoology Assignment, Tabletop Discussion, Training Exercise

EMERGENCY MANAGEMENT

Emergency Maps

Evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes and are placed near the door at eye level of the students.

In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire alarm pull boxes, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency

Incident Command Maps

The maps provided to the Incident Commander includes the following:

- a. Entrances (including perimeter fencing-all entrances and gates are numbered)
- b. Master evacuation routes
- c. Command Posts
- d. Fire alarm pull boxes

- e. Shut-off valves (electric, natural gas, water, etc.)
- f. Telephone extensions
- g. Telephone and Network hubs
- h. Tool storage
- i. Camera locations
- j. Fire suppression system in kitchen
- k. Dead communication areas
- l. First Aid and Emergency Supplies

Stations

Primary Command Post

The IC designates the primary Command Post.

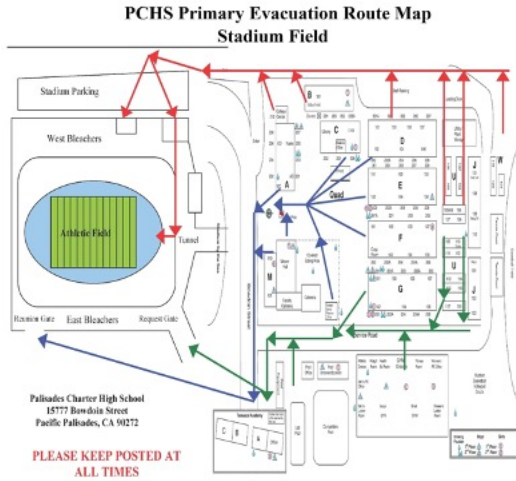
The secondary Command Post will only be used if the primary Command Post is taken out or deemed unsafe.

Secondary Command Post Guidelines

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post.
2. Ability to house 8-10 adults.
3. Communication system. Ideally, the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Route Map



Placed in All Classrooms and in Main Locations

Primary Evacuation Line-Up Map

**PCHS Primary Evacuation Line-Up Map
Stadium Field**

		HOME BLEACHERS																				
		10	16	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120		
S C O R E B O A R D	SILBERT HALL/B101	D103	D203	D300	E203	F101	F201	G202	STUDY CENTER	H101	I113	LEARNING CENTER	J110-6	MERCER HALL								
	A210	D102A	D202	D207	E202A	F103	F203	G201	H109	M110	I112	I208A										
	A200	D102	D2010	D206	E202	F102	F202	G107	J100A	M101	I111	W123										
	A207	D101	D201A	D205	E201	F101	F201	G106	I108	I123	U108	W120										
	A206	C206	E208	D204	E106	E209	F107	G105	I101	I122	U107	W119										
	A204	C205	D107		E105	E200	F106	G104	I100	J118	U106	U118										
	A203	C204	D106		E104	E207	F105	G102	G206	J119	U105	U117										
	A202	C203	D105		E103	E206	F104	G101	G205	J109A	U104	U116										
	A201	C202	D104A		E102	E205	F204	G204		U103	U115											
	FALL ACADEMY	C201	D104		E101	E204	F205	G203		U102	U114											
BLUNTING GATE		10	16	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	REQUEST GATE	
		VISITOR BLEACHERS																				

GOAL POST

SPORTS SHACK

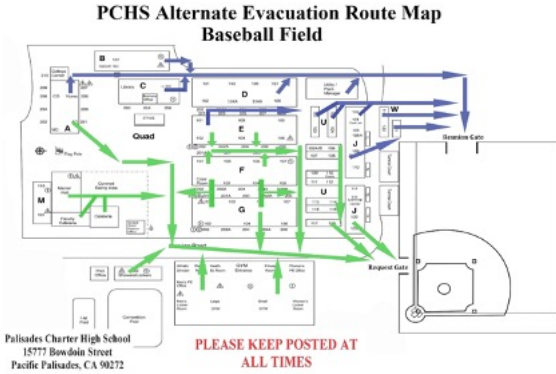
A BUILDING

T
U
N
N
E

MERCER HALL

Organized by Classroom Number

Alternate Evacuation Map



Suggested Location

Secondary Evacuation Line-Up Map



Organized by Classroom Number

Primary Evacuation Site Guidelines

Evacuation site located on school property should be area farthest away from the building(s) which can house the school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site Guidelines

PCHS has identified "Rally Points" and established relationships with those locations in the event evacuation must move offsite. Students are informed of these locations during Safety Trainings. More information and detail can be found in the Schoology Safety Course.

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation.

Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

Off-Site Command Post

The area where the Command Post will be set up during an emergency that requires an evacuation will be indicated by the IC during an emergency. This Command Post will be notated in both our primary and secondary evacuation sites.

Media and Parent Staging Area

PCHS Administration evaluates and determines best locations for staging parents and media, whether on-site or off-site. Staging areas for parents and media should be separate. A parent/media coordinator may assist in this location.

Supplies

PCHS maintains both school-wide and in-classroom safety and emergency supplies to meet the school and community needs in the event of a major earthquake or other emergency. Please refer to [PCHS Classroom Safety Supplies Checklist](#), and in the Appendix of this plan, for a comprehensive, updated list of these supplies.

A recommended school emergency “Go-Kit” list for Administrators and the Classroom is provided by Readiness and Emergency Management for Schools (REMS) at this [link](#).

Food and Water Management

PCHS's current classroom supplies provide for ~16.9oz of water per person. A Large Blue Water Bucket holds 160 Packets of Water, 4.227oz/packet, equaling 676.32oz of water, divided by 40 Students equals 16.9oz of water/student. For rooms with more students per class, more buckets/water is provided proportionally.

If possible, meals will be prepared in a disaster situation from the cafeteria inventory of food on premises, if edible: items such as cheese, peanut butter, canned fruits and vegetables, and any frozen products, if cooking is possible.

It is suggested that distilled water supplies for each classroom (along with consumption methods) allow for ~2 Cups (16oz) of water per student over a planned 6-hour period.

For details regarding water management of 55-gallon water supply drums on site, which meet Food and Drug Administration (FDA) and Department of Transportation requirements, refer to the PCHS Director of Operations. For details regarding food distribution, refer to the PCHS Chief Financial Officer.

Water Management Guidelines

1. Provide an adequate supply of survival drinking water.
2. Control and, if necessary, limit use of water for other purposes.
3. Maintain purity of available water.
4. Locate alternate water source.
5. Do not use water from swimming pools or boilers.
6. Be suspicious of stale smelling or cloudy water.

Water for drinking is our first priority in the event of an emergency.

Each person or animal needs about 1 Gallon (64oz) of water per day (16oz per 6-Hour Period) to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

Inadequate ventilation will raise water requirements.

The warmer the temperature, the more people perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

Food and Meal Management Guidelines

Food service personnel will provide information regarding menu planning, food preparation, meal timing, and serving procedures. In addition, information from the American Red Cross is available pertaining to food service operational activities in an emergency.

Controlling Water/Food Use

The IC will determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water/food use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted

SECTION 4- FUNCTIONAL ANNEXES

The following incident response procedure descriptions are have been identified by PCHS, and are not meant to constitute an exhaustive list.

While these functions are described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.⁴

The five ICS functions are required at all NIMS/SEMS levels. They are command, planning/intelligence, operations, logistics, and finance/administration.

⁴ FEMA "[Guide to Developing School Emergency Operations Plans](#)" (7/20)

These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 1 for additional information regarding using the NIMS/SEMS/ICS model.

The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.

Refer to Main Office for a list non-emergency contacts. Refer to Operations Office for list of relevant utility numbers. Refer to Security for non-emergency situations. In the event of an emergency, call 911.

COMMUNICATIONS

Communication at the School Site

An incident that takes place at a school adversely affects the entire school community and is likely to draw media attention. Ineffective handling of an incident can endanger the welfare of all involved and negatively affect the school's public image with parents, teachers, school boards, and communities. Each School Emergency Response Team (SERT) member must be prepared to deal with the media on

site and create/deliver statements for timely release to the school community.

Who Should Communicate?

A member of the SERT will be pre-appointed as the Public Information Officer (PIO), and appointed during an emergency if the pre-designated and lines of succession personnel are not available. This PIO will work closely with the Incident Commander (IC) in the preparation of any school or public community statements.

The PIO will ensure that the person who is answering the phones or replying to emails at the school has a prepared statement/script to use as well as a prepared notice for staff and parents.

On site, the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the incident to the SERT and any official first responder agencies took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold.

See roles and responsibilities for Public Information Officer in SERT.

What Should Be Communicated?

Once verification of a significant safety incident has taken place, a formal statement including basic details as determined by the PIO, IC, Administration and/or local authorities involved, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and SERT leads to review if possible this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement to also be provided in a timely manner to staff members handling phone and email inquiries.

General Guidelines for Dealing with the Media

1. Convey the message that knowledge of the incident and that the appropriate actions are being taken to investigate and address the situation.
2. Information should be as current and accurate as possible, of information deemed suitable and appropriate for release, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.

8. Do not give more information than is necessary.
9. Do not delay in communicating or responding to the media.

When Should Communication Happen?

Communication with outside sources should occur once verification of an incident has taken place, been deemed credible and the school's Emergency Management Team has been assembled and briefed.

Communications Equipment & Protocol

In the event of an incident, available and working communications gear needed to help manage the incident to be gathered and distributed to teams and/or personnel who will need to use it during an emergency.

Phone or radio communication, especially during the initial hours of an Incident, must be kept to essential to the incident communication traffic only. During a wide-area emergency, expect communication channels to be inoperable or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.

Allowable incident message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:

1. Emergency medical and life or death situations.
2. Request for emergency services (not a life threatening situation)
3. General medical, traffic control or transportation needs
4. General message traffic that are none of the above communication mode priorities:
 - A. Phones
 - B. Email
 - C. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective:

1. Do not use any mode of communication unnecessarily
2. Keep messages short and to the point.
3. Speak slowly and clearly. Keep your voice even – never yell.
4. Remain calm.
5. Do not use 'CB' type jargon.
6. Before using a radio during a time of heavy traffic, check if a frequency is in use. If the frequency is in use, you will be told to "stand by". If the frequency is not being used, you will be told "go ahead".
7. Use the best working and clearest communication device available to you at the time.

When using any communications device, your speech can often become difficult to understand. Instead of continuously repeating something, it may be better to spell it phonetically, or use common words/names to represent letters. Vital information should always be repeated phonetically.

Emergency Alert System (EAS)

The Federal Emergency Management Agency (FEMA) and the FCC work collaboratively to maintain the Emergency Alert System and [Wireless Emergency Alerts](#), which are the two main components of the national public warning system. Authorized federal, state, and local authorities create the alerts that are transmitted through the system.

FEMA is responsible for any national-level activation and tests of the Emergency Alert System.⁵

The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFWB 980 AM, KFI 640 AM.**

Communications with Parents/Guardians

The Executive Director & Principal (EDP) or their Designee will make available to the school community members, and discuss with the Safety Committee, copies of the School Emergency Operations Plan (SEOP).

⁵ FCC Emergency Alert System <https://www.fcc.gov/consumers/guides/emergency-alert-system-eas>

As part of the emergency preparedness efforts, the EDP will communicate to parents providing the telephone numbers of the Police Department, and other emergency contact information.

If students are moved to an evacuation site or to the hospital, or students are to go through a reunification process, parents/guardians will be notified as soon as possible via available communication channels.

If all students are removed from the school site before normal dismissal times, all emergency communication channels will be utilized and information will be posted at the school by the SERT team.

The IC will direct the communications between the Student Release Team and First Aid Team when it is appropriate to begin parent notification of the evacuation of students.

Making an Emergency Phone Call (General)

1. Dispatcher will ask: "Do you have an emergency?" (when phone is answered). Tell the dispatcher "Yes".
2. I am calling from (Name of School/Site). Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school and any further details of specific location on campus.
3. My name is: (state your name)

4. I am: (state your position)
5. Be prepared to give the following:
 - What is happening?
 - Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
 - Suspect descriptions: i.e., hair, clothing, sex, ethnicity, height, weight
 - Any known weapons and type and if used;
 - Injuries
6. If you are not at risk, then stay on the line until police have arrived at your location.
7. If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

EVACUATION

Evacuations are determined to be necessary due to various circumstances. The circumstances may be due to an emergency or other determined reason to ensure the safety of the school community.

1. General Evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

2. Controlled Evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

Fire: Evacuate at least **50 feet** from the building.

Bomb Threat: Evacuate at least **300 feet** from the building.

Multi-hazards: Evacuate at least **300 feet** from the building.

General Procedures

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

Evacuation Procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

Evacuation Procedures for Teachers:

1. Evacuate the area immediately.
2. Take your Safety Pole and emergency roll sheets.
3. The teacher is responsible to see that all students are safely evacuated.
4. Teachers should quickly check neighboring classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.
5. The student files, the classroom food and water, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their

collection during an emergency.

6. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
7. The teacher will supervise his/her students and will remain with the students.
8. All staff and students are to report to the evacuation site and deliver the appropriate attendance roll sheet to the request gate. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.
9. Procedures for moving to the evacuation area:
 - Students are to line up silently and in single file. No talking, running or pushing is allowed.
 - The teacher will take the safety pole.
 - The teacher will take the current grade book and any additional vital information.
 - The teacher will take the room keys.
 - The teacher will turn off the lights.
 - The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door
 - The teacher will check the evacuation route to make sure it is safe.
 - The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher.
 - DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.
 - The teacher will be the last to leave the room, making sure all students have exited.

- The teacher will check to make sure that other teachers and staff are not injured before evacuating the building.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
 11. If there is an injured, immovable teacher, the students will evacuate with a neighbor Teacher. This Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
 12. Upon arrival at the evacuation site:
 - The teacher will direct students to form a line and sit on the grass.
 - The students are to remain silent and attentive.
 - The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
 - The teacher will report the results of the Emergency Attendance Roll by sending a runner to the Request Gate. The Emergency Attendance Roll will be collected by the Request Gate Team that is staffed by members of the Counseling Team.
 - The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.
 - Students on the athletic fields should proceed to their previously designated area and assume regular emergency procedure discipline.

- During any drill, the teacher will remain with the class.
13. The teacher will assist others as directed by the IC.
 14. An All Clear signal will be given to return to your classrooms.
 15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to his/her assigned buddy teacher for supervision before reporting to duty at their SERT location.

If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:

- Anticipated time of arrival
- Number of students and staff members evacuating
- Report on injuries, if any
- Any special needs (medication, food, etc.)

Evacuation of Disabled Students

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student,

including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation. Consultation with the fire department is strongly advised.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability).
4. Staff person assigned to specific student(s) to assist student during an evacuation.

Disabled Individuals Needing Evacuation Assistance and Assistance Post-Evacuation

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member

- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the

wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
 - Chair carry
 - Fore-and-aft carry
 - Two-handed and four-handed seats.
 - Evacuation chair-this chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

Evacuation Preparation Responsibilities for Teachers

1. The teacher will review with the fire, earthquake, lock-down drill procedures during the first week of attendance at the school all students.
2. The teacher will review the procedures and exit routes at least once each month with all students.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct.

LOCKDOWN

A lockdown is determined to be necessary due to various circumstances, such as, including, but not limited to, an active assailant, a wild animal, an aggravated trespasser, extreme weather event, or a threat from outside campus that has come onsite.

If an unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lockdown procedures.

If a trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform Security and Administration.

General Procedures

1. Immediately move to the door and check for passing students. Divert as many students as possible into classroom.
2. Lock and secure the door.
3. DO NOT OPEN THE DOOR FOR ANYONE-Law Enforcement will knock and announce themselves-ask for ID or business card. Or Site Administrator will open with keys.
4. Close the blinds, turn off the lights, cover the windows.
5. Turn volume off on cell phones.

6. Turn off projectors, room lights should be dark and everyone must be quiet.
7. Always listen for PA and/or Phone Intercom communications/information
8. If it is safe to do so, take attendance using the class roster.
9. Remain in the classroom until an announcement by Site Administrator or Law Enforcement.
10. If anyone is injured, and it is safe to do so, call 911 using classroom phone, cell phone, or internet.
11. Do not call the main office to ask questions, wait for an "All Clear" via emergency text system, classroom phone, PA system
12. Maintain order and prepare for a 2-4 hr. wait

If outside class time, gather students and move them to nearest safe location.

SHELTER IN PLACE

The Shelter-in-Place response is used to place and/or keep staff, students, and members of the community (parents, volunteers, neighbors, etc.) indoors in order to provide a greater level of protection from threats such as: earthquakes, airborne contaminants, and smoke from wildfires.

Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, the objective is to minimize exposure to outside danger and/or potentially contaminated air.

Sheltering in place is a technique for minimizing exposure to chemicals that have been released into the air. Sheltering in place is most appropriate for chemical leaks of short duration but could also be beneficial in an extreme smoke from wildfire situation where a reunification from sheltering may be called for.

The *Stay Put and Seal Off Your Space* Drill PCHS conducts on annual basis is a type of Shelter In Place.

The difference between Shelter-in-Place and Lockdown is that the former invites community members inside the school building, away from the threat, and a Lockdown keeps all individuals, not in the building when the signal is declared, outside of the room, building or campus.

General Procedures

1. Close all windows and doors.
2. If air unsafe, turn off fans, air conditioners, and thermostats. Use duct tape in Classroom Supply Kit to put plastic sheeting on windows, vents and

doors to seal off room from inside air. Use bottled water, not tap water.

3. Stay calm and wait for an "All Clear".
4. Stay attentive to school wide and teacher communication.

HOLD

Hold may be called by the Incident Commander or Administration for several reasons such as:

- There is a situation which requires medical personnel on campus for response
- There in a non-emergency situation (such as a broken water pipe or spill) that would benefit from this temporary response to clear the area until the situation is resolved, or
- There is a necessity to stay in place to manage a situation.

Up to date Hold trainings and protocols can be found in the PCHS Schoology Safety Course.

General Procedures-During Class Time

1. Move to door and instruct any passing students to return to an assigned classroom immediately.
2. Close Doors.

3. DO NOT Lockdown, Do Not Secure-the-Doors with the Yellow Ropes; Do Not Barricade-in-Place.
4. Continue with class instruction.
5. Enforce the No Entry/No-Exit Protocol.
6. Remain in classroom or secured area until further instructions are provided by Site Administrator or Campus Security (or PCHS SRO).
7. Trust that the HOLD status DOES NOT indicate imminent danger, but will only be initiated as a precaution in case an emergency declaration might need to be called.
8. Staff and students should not feel threatened during a HOLD alert.
9. In the event that the point of issue moves close to campus boundaries, or on-campus issues escalate, the response may elevate to Lockdown or even Evacuate; but it also may move to All Clear.
10. Do not call the Main Office, Dean or Campus SRO/ Security to ask questions; Incident Command (IC) or the Pali/Public Information Officer (PIO) will send out periodic updates as soon as able to do so.
11. Do not allow students to leave class; students out of classroom should return to their classrooms or the nearest adult supervised space.
12. If the HOLD continues beyond designated class period, school bell may be deactivated, but even if Bell Rings, if the HOLD is not declared over and "All Clear" – Faculty/Staff & Students MUST remain in their current location in HOLD status until otherwise directed (even if at Dismissal time).

13. Wait for "All Clear", or if another status/mode announcement is issued, act/proceed accordingly.

General Procedures-Between Class Time

1. IC, PIO or other Site Administrator will determine whether to interrupt before/after class time activities (nutrition, lunch, dismissal, after-school activities, etc.) to initiate a HOLD
2. If Site Administrator issues a HOLD alert during out of class time, calmly instruct students to return to their previous period classrooms (or to their next period classroom if it's right before School Start).
3. School-wide Public Address system (PA) and/or Desk Phone Intercom and/or Text Notification systems may be used.
4. Once Faculty/Staff & Students are in the proper classroom or secured area, proceed with HOLD protocols.

General Procedures-During Outside Class Activity

1. Gather students together and organize into an orderly formation
2. Inform students that as part of HOLD procedures, the class will move immediately to their normal classroom location
3. Take attendance and ensure all students are present

4. According to site protocol, report class location to Administration
5. Implement all classroom policies and procedures for HOLD campus status
6. Do not release students unless receiving an "All Clear" instructed by IC, PIO or other Site Administrator
7. Wait for "All Clear" or another Status/Mode announcement is issued, act/proceed accordingly

ACCOUNTING FOR STUDENTS/STAFF

The Human Resources Office will be in charge of accounting for all Faculty/Staff and will maintain a prioritized dismissal list in the event of a prolonged state of emergency. In order to account for students, please see our procedures in **Reunification Procedure**.

REUNIFICATION PROCEDURE

The purpose of the PCHS Reunification Procedure is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of Palisades Charter High School, if an emergency situation occurs that warrants evacuating and/or closing a district or school site early.

There are a wide variety of emergency situations that might require student/parent reunification.

Assumptions

1. Some parents will refuse to cooperate with the process.
2. Persons other than those on the student's emergency release list will try to pick up students during an emergency, and some students may want to and try to go with a trusted adult that may not be on the student's emergency release list.
3. Parents may be emotional when arriving at the school and less willing to follow a formal process.
4. While some emergency situations are slow to develop, others escalate quickly and occur without warning. Hence, there may be time for deliberate student/family reunification to be conducted with minimal preparation time. In the case of short notice, there may be little time or ability/availability to obtain personnel and equipment from external sources to support reunification operations.
5. For the purposes of this Reunification Procedure, "Family", as in Student/Family, is to be considered as any adult listed on the student's Emergency Contacts List, whether truly family or not.

General Procedures

Student/Family Reunification (SFR) is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. The requirement for a controlled and documented release to only a student's Emergency Contact Listed adult is required by state law and is part of the Ed Code. In planning for SFR, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.

PCHS must be prepared to conduct both small-scale and large-scale reunification at all times of the day from both known hazard areas and from unexpected incident locations.

PCHS will use a double-gate system: Request and Reunion Gates that are nearby each other but on purpose not right next to each other. Student/Family Reunification Team members will be in three areas:

1. The first area, the "holding area," will be where students will wait during the emergency, frequently an evacuation area, but does not have to be.
2. The second area will be the "Request Gate/Location/Area" where the student's adult Emergency Contact

List authorized members will report to and request reunification with one or more student's they are authorized to pick-up (that adult is listed on those student's Emergency Contact List).

3. The third area will be the "Reunion Gate/Location/ Area" which is where the authorized requesting adult may be reunified with the student. This is where authorized adults will report to and wait for the requested students to join them.

The Request and Reunion Locations will be two distinctly separate areas, but they will be near one another. It is a critical requirement that the requesting adult not only be on the student's Emergency Contact List, but also the adult MUST have a Photo ID available to be shown and copied at both the Request Gate and the Reunion Gate. American Red Cross assistance, if available, will be utilized to increase staffing, to improve the communications capabilities and the conditions at both areas, and to make available refreshments at both areas.

Holding/Evacuation Area Operations

Classroom teachers will remain with their assigned students in the designated holding area, and if that is an evacuation area the students to be in their line-up positions and ideally sitting down in an orderly fashion. Each teacher to have the roster list of the students assigned to their supervision, including the exact name of their parents/guardians and the

Emergency Contact members pre-authorized to be release to in an emergency. Anyone who was absent at the start of the school day or who departed prior to or during the incident will be noted via the Emergency Attendance Rosters.

Reunion/Release Gate Operations

- A. When an adult arrives at the Reunion Gate, they will be asked for the name of the student(s) being picked up. The adult will then be required to show proof of their identification (driver's license or other government issued photo identification) and the Request Gate slip indicating with which students to be reunified. Without proper ID, and without being properly authorized as an Emergency Contact for the student students will not be released/reunited with the requesting adult. When the Reunion Gate staff member confirms the adult's identity and authority to pick up the student, the Reunion Gate staff member will use a runner or a communication device to notify the Request Gate Team that the designated student(s) are to be escorted to the release point ("Reunion Gate"). When the student(s) reports to the Reunion Gate point, the Reunion Gate staff member will require the adult sign for the student(s) on the Student Release Form and only then will the student(s) be released to the authorized adult.

- B. If the adult must be notified that their student(s) have been injured or for some other reason are not available

for reunion/release to them, the Reunion Gate staff member will not indicate the status of the student but will ask the adult to report to a nearby room/area for further discussion. The "Notification Room(s)" will be staffed by a member of the School Emergency Response Team.

- C. Notification Room Operations - School Emergency Response Team members will be responsible for notifying requesting adults that the student is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, missing, etc. The staff member will:
- Provide available information regarding the student(s) in a sensitive way.
 - Will assure the adult that everything possible is being done to safeguard the student(s) or their remains.
 - Will inform the adult where they are to await further information about how they will be reunited with the student(s).
 - Will assist the adult with their trauma.
 - Will make available to the adult, If possible, means for communicating with other family members and supporters.
 - Will make best efforts to shelter the adult from media representatives.
- D. At the end of the day, faculty/staff will call adult Emergency Contacts who have not yet picked up their

student(s). If an Emergency Contact cannot be reached, and it's safe/feasible to do so, the student will be transported to his or her school information system place of residence by school district personnel, provided there's no known reason the student's place of residence has become unsafe.

Student(s) & Parent/Guardian(s) Reunification Decisions

The Incident Command Post shall assess the need for evacuation, plan evacuations, or school closures that may require activating the SFR process. SFR planning should resolve the following questions:

- A. How will adult emergency contacts be advised of what to do?
- B. What do evacuees need to take with them?
- C. What travel routes on/near campus should be used by parents/guardians?
- D. What transportation support is needed?
- E. What traffic control at/near campus is needed?
- F. Does the timing, impact or anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
- G. How will holding, request and reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be

planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

1. Traffic to be controlled by local law enforcement agencies whenever possible. SERT Member should only practice traffic control in extreme emergencies combined with when local law enforcement is not available.
2. If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
3. Where/When feasible permits, traffic control devices such as signs and barricades will be provided by the local government or first responder agencies, upon request.
4. Law enforcement will request wrecker services needed to clear disabled or blocking vehicles from traffic routes.

Warning & Public Information

The Incident Command Post (IC) in conjunction with the Public Information Office (PIO), or their designees or substitutes, will arrange for dissemination of information on the reunification process.

Advance Notice of Possible Early School Closure

For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as early school closure will be required. Such advance notice is normally disseminated through the media and any mass communications systems/services (i.e. text, email, social media, etc.) the school has at its disposal.

Reunification Notification

Reunification notification to be disseminated through all available warning systems.

Emergency Public Information

- A. Warning messages disseminated through warning systems alert the school community to a threat and provide basic instructions. They are necessarily short and to the point. The school community will often require amplifying information on what to do during the reunification process. The Public Information Office (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the school community. Provisions must be made to disseminate information to individuals with special needs, including the blind and hearing impaired.
- B. Amplifying instructions for reunification may include information on the location of holding area,

Request Gate, Reunion Gate and specific campus area traffic routes,

- C. When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

Access Control & Security

During reunification, the security of the holding area is extremely important. Faculty/Staff and Students must be protected from any reasonable foreseen or known danger. Student Release Team, Site Security Coordinator, Search and Rescue Teams, School Police, and local law enforcement should establish access control points to limit entry into holding areas.

Direction and Control

The Executive Director & Principal (EDP) has the general responsibility for recommending evacuation or school closure when that is the most suitable means of protecting the staff and students from a hazard.

- A. Evacuation Area Definition

The hazard situation which gave rise to the need for reunification should be continually monitored in case changing circumstances, such as an increase in rainfall or wind shift, change the potential impact

area and, thus, the area that is being used for reunification.

B. Continuity of Government

The lines of succession for the EDP are outlined in the School Emergency Operations Plan via the School Emergency Response Team (SERT) organization chart.

Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

Administration and Support

Reporting

Student/Family reunification efforts should be reported to the command function and disseminated during major emergency operations.

Records

- A. Activity Logs: The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- B. Documentation of Costs: Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible

party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

- C. Post Incident Review: For reunifications, the EDP shall organize and conduct a review of emergency operations by those with lead SERT roles. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment as it relates to safety preparedness and response.
- D. Exercises: Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by PCHS.

Death of a Student/Staff Member

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff in the designated Notification Room.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.
4. If occurring during the school day, on school property, follow the Lockdown procedures.

5. Notification Room will be selected, staffed, and tiered supports put in place by coordination with Director of Student Support Services and the Student Release Team.

COOP

Continuity of Operations (COOP) post incident or disaster is essential to maintaining the core function of the school in it's service to the community.

From lessons learned during the 2020-21 State of California COVID State of Emergency, moving to a Virtual Learning Environment in the case it is deemed not safe to conduct in person learning operations by the State, County, and/or the LAUSD, is a method by which COOP may be conducted.

RECOVERY

Once an incident has been contained, school administrators must manage the aftermath of a crisis with the goal of restoring learning. While law enforcement must supervise the incident to make sure the school is safe, recovery also requires emotional support.

This phase may linger for days, months, and even years. Students and staff may need to be monitored for emotional and psychological needs. In addition, school administrators, law enforcement, behavioral health specialists, and

emergency management officials should debrief the incident and reevaluate the safe school plan.

Research indicates that children are one of the most vulnerable groups following a disaster; however, they can better cope with a traumatic event if they receive developmentally appropriate services.⁶ Behavioral health specialists recommend that students should receive “psychological first aid” to reduce the risks for subsequent disorders, such as an anxiety disorder.⁷ These specialists who are specially trained in disaster behavioral health response should be made available to students and families after a traumatic event.⁸

PCHS employs school psychologists, a Mental Health Support Team, and school counselors who usually take the lead in response in providing “psychological first aid”. If an adequate number of behavioral health specialists aren’t available, PCHS will engage the Department of Mental Health.

⁶ American Psychological Association Practice. Reactions and Guidelines for Children Following trauma/ Disaster. American Psychological Association. <http://www.apa.org/practice/ptguidelines.html>

⁷ National Child traumatic Stress Network and National Center for PTSD. 2005. Psychological First Aid: Field Operations Guide.

⁸ National Conference of State legislatures. 1999. School violence: lessons learned. State Legislatures Magazine.

PCHS identifies key partners and behavioral health tiered support team during planning process in order to be prepared for recovery. PCHS Administration and Safety Committee regularly convenes to review “lessons learned” from site specific incidents and incidents impacting schools nationwide. A debriefing process to aid the school community is initiated post incident.

MENTAL HEALTH

California Education Code (EC) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee’s credential or license. The PCHS Model Youth Suicide Prevention Policy serves this purpose.

California Department of Education provides resources addressing youth suicide prevention at the following link: CDE Youth Suicide Prevention.. The Suicide Prevention Resource Center is another resource supported by a grant from the US Dept. of Health and Human Services (HHS).

SECTION 5- THREAT/HAZARD SPECIFIC ANNEXES

This section is not intended to be comprehensive of all threats to PCHS that could impact operations. Other plans of responding to threats, initiated by the PCHS Incident Commander, including but not limited to nuclear blast, explosion, fallen aircraft, hostage, tornado, hurricanes, terrorism, and tsunami will follow modified response procedures as outlined in Section 4.

FIRE

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The EDP shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation

(place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person

should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

Fires activate the Evacuation response. See Section 4, **Evacuation** for more detail.

General Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to help confine the fire, or extinguish it if possible. Take your Safety Pole and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office.
3. Evacuate all students and staff away from threatened building at least 50 feet (approximately 10 body lengths) during the fire unless directed by IC to go elsewhere. Maintain control of students and take roll.
4. Close doors behind you as you exit. Do not use elevators. Do not lock doors.
5. Check with your neighboring teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to display the appropriate 'alert card' (Yellow X = room cleared - all students accounted for) and report to the assembly area.

6. If smoke is in the immediate vicinity, instruct students to “stay low and exit,” crawling to avoid breathing fumes. Cover mouth and nose with any available cloth material, and ideally a wet cloth.
7. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
8. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
9. The IC is to be notified immediately.
10. IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
11. The IC will form a Command Post.
12. Direct that the necessary agency contacts be made.
13. Teachers will immediately take roll and report any missing students to the Reunion Gate Team.
14. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff.
15. The PSA Station is responsible for bringing the Visitor’s Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
16. First Aid is rendered as necessary.

17. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the space/area immediately.
18. Access roads are kept open for emergency vehicles.
19. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
20. IC will direct a team member to turn off utilities if safe to do so.
21. Students and staff will not return to the impacted campus areas until fire department officials declare the area safe.

School Emergency Response Team members may be activated in a Fire.

Fire Near School

IC will determine whether the students and staff should leave the premises, or if any further action should be implemented.

General Procedures

1. IC will declare a Hold or Shelter In Place (Airborne Event).
2. Call 911.
3. This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the ID.
4. If inside, teachers will keep students in the classroom until further instructions are given.
5. If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).
6. Upon notification from IC, and air is unsafe, teachers are to follow HOLD, Shelter-In-Place or Evacuation Procedures-depending on what called for by First Responders, IC or Site-Administrator.
7. Site Security Team or SERT will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system.
8. IC will direct the Search Team collect the attendance sheets and secure the campus.
9. Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.
10. Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.

11. Be prepared to evacuate if requested to do so by local authorities.

Burning Clothes

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If none of those readily available, remember to Stop-Drop-Roll.

After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene.
3. Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

EARTHQUAKE

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Remember to: **DROP, COVER, HOLD.**

General Procedures-Inside

When inside a building, stay inside.

- Do not run outside-you may be hit by falling debris.
- **Drop** to the floor on your knees and make the body as small as possible.
- **Cover** yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls.
- **Hold** on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck.
- When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

General Procedures-Outside

When outdoors, stay outside.

- Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures.
- **Drop** to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
- **Cover** as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.
- When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures

AFTER an earthquake:

- Evacuation should NEVER be automatic.
- There may be more danger outside your building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.
- The lighting inside your building or room will probably be out –so depending on the time of day, it may be dark.
- Before any decision is made to evacuate all or part of a school, someone must find out that there is:

1. A safe route out, and
2. A safe place to assemble the students outside

BEFORE an earthquake:

1. Survey your school with evacuation in mind.
2. Look for potential post-earthquake hazards INSIDE the building:
 - Suspended ceilings
 - Pendant light fixtures
 - Large windows – either exterior or interior – not protected against shattering
 - Tall bookcases or cabinets that may topple because they are not bolted to the wall
 - Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
 - Stairwells
 - Science labs, especially chemistry
 - Storage areas for cleaning, painting, or other hazardous materials
 - Shop areas
 - Places where the main gas supply or electric current enters the building
3. Designate evacuation routes that avoid as many of those areas as possible.
4. In addition, decide on alternate routes to your main routes.
5. Consider students with disabilities as you think about your evacuation routes.
6. Look for potential post-earthquake hazards OUTSIDE the building:
 - Power lines

- Trees
 - Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
 - Routes past concrete block walls
 - Covered walkways
 - Places under which large gas mains run
 - Areas near chain link fences (can be electric shock hazard when live wires touch)
 - Hazardous materials storage areas
7. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
 8. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.
 9. Everyone should be informed about the plans:
 - A. Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
 - B. Tell all personnel and students about the plans made and the routes chosen.
 - C. Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
 - D. Hold drills and exercises two or three times a year; practice alternate routes.
 - E. Include all students and staff with disabilities in the drills and exercises.

AFTER the earthquake, gather information and make decisions.

IC

- Assess the situation – inside and outside
- Decide how much evacuation is necessary – all or parts of the buildings
- Choose the route(s) and the assembly place
- Communicate directions to SERT and all staff members.

Teachers

- Do NOT automatically rush your class out into the corridor or out an exterior door.
- Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your neighboring teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.

- Account for all your students before you leave the classroom.
- If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room.
- If you must leave an injured student, post a large, visible sign indicating the student is in there.
- The lights will probably be out – ALWAYS have a flashlight that works.
- Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.
- In an aftershock, everyone should duck and cover until the shaking stops.
- Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake.

To do so, keep on hand the following:

1. Food
2. Water-enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.
3. First aid kit
4. Fire extinguisher
5. Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
6. Hand held radios with extra batteries.
7. Extra blankets, clothing, shoes, and money.
8. Alternate cooking sources.
9. Medications
10. Tools (Main utility shut offs)

IC Responsibilities

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes

4. Assign tasks as necessary
5. Make media releases as appropriate

Teacher/Staff Responsibilities

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

If Students and Staff are Indoors:

1. Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
2. Get as far away from window(s) as possible.
 - A. Drop to knees with back to the window(s) and knees together.
 - B. Clasp one hand firmly behind head, covering neck.
 - C. Wrap other arm around a table or chair leg.
 - D. Bury your face in yours arms, protecting head.
 - E. Close eyes tightly. Stay until earthquake is over.
 - F. Evacuate to staging area only upon hearing evacuation signal.
3. Reassure students

If Students and Staff are Outdoors:

1. Direct students away from buildings, trees, poles and wires.
2. **Drop, Cover, and Hold:** students and staff should cover as much skin surface as possible; close eyes and cover ears.

Teacher Responsibilities (During Evacuation):

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom. (Search & Rescue team members or first responders will remove injured students/staff)

1. Students with minor injuries are to be moved out of the classroom with the class.
2. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
3. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
4. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
5. When evacuating classroom, take your safety pole and sleeve/contents with you.
6. Door is to be left open during an earthquake disaster.

Always **DUCK, COVER, and HOLD** when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate, or have made a decision to evacuate, look for the safest route, and take your emergency safety pole and escort your students to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate sign "Yellow X" = room cleared - all students accounted for.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Search Team Coordinator

Will meet team in designated S&R area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are shut off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

First Aid Team

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

Will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR: Move to Walking Wounded

DELAYED: May be able to take direction to help one another.

IMMEDIATE: Tag victim, note time and type of injury.

DECEASED: Should be removed as far away as possible.

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status.

Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

ACTIVE ASSAILANT

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat if safe to do so: Run, Hide, Fight procedure.
3. Follow instructions to rapidly Evacuate to identified Rally Points or Lockdown.
4. Notify the Incident Commander (IC) of the situation.
5. Call 911 when safe. Provide:
 - School Site name and location
 - Suspect description, direction of travel
 - Number of shots fired
 - Location on campus

- Hostage situation: victims, etc.
 - Adhere to Police/SRO.
6. Obtain accurate information:
 - Where in the building is the event occurring?
 - How many are involved (both perpetrators and hostages)?
 - What demands, if any, have been made?
 7. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called and Run, Hide, or Fight.
2. Declare a **Lockdown** or rapid **Evacuation** to Rally Points or Lockdown (assessing circumstances).
3. Isolate the area.
4. If **Evacuation** – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
5. Direct that all appropriate notifications be made.
6. Await the arrival of the police, and provide needed assistance.
7. Secure main office area and entrance to the school (if safe to do so).
8. If the decision is made for **Evacuation** of the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.

Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities

1. **If directly involved**, attempt to summon help if it can be accomplished without placing yourself or others in further danger.
2. Await the arrival of the police.
3. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
4. **If not directly involved**, follow IC instructions quickly and without comment. Direct students to evacuate if safe to do so.

When notified of **Lockdown** – follow established procedures:

- Quickly glance outside the room and direct anyone outside into the room
- Lock doors - Secure the Door
- Door is not to be opened for anyone. All doors will remain locked until the “All Clear” or until law enforcement or school officials gain access to classrooms and other areas using master keys.
- Direct students to arm themselves with objects to counter in case intruder breaches the barricade and stay in the safest place possible away from doors and windows.
- Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.
- Be able to account for all students under your control.

AIRBORNE CONTAMINANT RELEASE

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors, closing windows, and shutting air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant,
- You exit the shelter as soon as the contaminant passes over,

- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

General Procedures

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.

3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.
6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should check the Internet often for official news and instructions as they become available. The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFWB 980 AM, KFI 640 AM**
8. Call 911.
9. Contact School Police.

CRIMINAL THREAT OR ACTION

Assault

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness(es).

Assault on Staff Member by Student

1. Provide medical attention for staff member.
2. Notify office and administration.

3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

Forced Entry/Theft of School Property

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.

6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, issue an email communication.

Sexual Offenses

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately. If the victim is a student, also notify the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS (Integrated Child Protective Services).
3. The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the

victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).

4. If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medical exam is being conducted.
5. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

NOTE: All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

FOOD CONTAMINATION

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals

in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

General Procedures

1. IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
- 2. Call 911**
3. IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. IC will not declare an All Clear until authorized to do so by the responding health department.
7. IC will notify the parents of the incident, as appropriate.

INFECTIOUS DISEASE

In the event of a local area outbreak (such as, but not limited to COVID-19), PCHS will follow the California Department of Public Health (CADPH) and Los Angeles County Department of Public Health (LACDPH) recommendations and guidance.

Additional guidance to be taken into account from the California Department of Education (CDE), Los Angeles County Office of Education (LACOE) and PCHS's Charter authorizer the Los Angeles Unified School District (LAUSD).

General Procedures-Planning Phase

1. Work with local health officials (LACDPH), District Officials (LAUSD COVID Response Team and OEHS) and emergency preparedness officials (LASP, LAPD, LAFD). They may need to use schools to disseminate information to families.
2. Determine the roles and responsibilities of school staff (including all ancillary staff) to implement and ensure compliance to prevent the spread of disease.

3. Train appropriate personnel in symptom's recognition and actions if symptom's suspected.
4. Educate and improve the hygiene of students and staff.
5. Decide to what extent you will encourage or require students and staff to stay home when they are mildly ill, and Isolation & Quarantine requirements/ procedures when confirmed or more seriously ill.
6. Identify students and staff who are most vulnerable to serious illness (immune compromised, chronic illness, elderly, etc).

IC Responsibilities

1. Assess the situation.
2. Direct that appropriate notifications be made.
3. Initiate COOP plan for distance learning, if necessary.
4. Call 911 if necessary.
5. Partner with Public Health and other City, County, and State agencies to gather information
6. Disseminate information to school community in effective, clear, and timely format.

Teacher/Staff Responsibilities

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.

4. Maintain order and prepare to transition to online learning, if necessary.
5. Assist in the evaluation of the threat with other staff.

General Procedures-Recovery Phase

1. Continue to work with local health officials (LACDPH), District Officials (LAUSD COVID Response Team and OEHS) and emergency preparedness officials (LASP, LAPD, LAFD).
2. Maintain mitigation measures and facility maintenance to prevent the spread.
3. Continue to monitor and report.
4. Communicate with school community and educate on importance of caring for mental health and healing from trauma.

UTILITY LOSS

General Procedures-Loss or Failure

This procedure addresses situations involving a broad loss of water, power or other utility on campus. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in water/sewer lines

1. If water or an electrical line is out/not functioning, an effort should be made to turn off water or power to

the affected area and to notify an administrator immediately.

2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, Facilities Team must turn off gas immediately and notify FD. In the event of an explosion, all persons should drop-cover-hold or take cover. The IC activates the SERT Team. Actions 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
3. Upon notice of loss of utilities, the EDP or IC designee, activates the SERT Team, and will initiate appropriate emergency functions, which may include Hold, Shelter in Place, or Evacuate Building.
4. Facilities Team, working with the IC, 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.
5. The IC will notify the LAUSD CPM and/or LADWP of the loss of utility service.
6. Technology, working with the IC, will facilitate communication systems in order to broadcast instructions.

7. If Evacuation 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 PIO will notify and update parents via Parent Square.
9. The Incident Commander will direct SERT Team members to assist with incident reporting and intelligence gathering.
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.

COVID 19

(See Infectious Disease)

Current information about COVID 19 as it pertains to the school campus can be found by contacting the School Nurse and/or accessing the Health and Safety Information on the PCHS website.

OPIOID OVERDOSE

PCHS trains staff certified in ARC First Aid to recognize the signs of an opioid overdose and in the use of Narcan inhalers. A list of current trained staff can be found by contacting the school nurse.

MENTAL HEALTH EMERGENCY

Suicide or Suicide Attempt or Risk

General Procedures

1. Always assume the victim is alive.
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Notify victim's parent/guardians.
6. Limit access to the immediate area until police arrive (treat as a crime scene).
7. Prepare communication for parent/guardians of the students in the victim's class.
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health PMRT (Psychiatric Mobile Response Team) or contracted service provider.

IC Responsibilities

Death by Suicide

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lockdown.
4. Make contact with parents of deceased student.
5. Direct that appropriate notifications are made.
6. Isolate all witnesses; if they are students, notify their parents.
7. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
8. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
9. If victim has siblings in other area schools notify their administrators.
10. Be prepared to deal with the media.
11. Arrange for counselors for students and staff.
12. Notify school community, if appropriate.

Attempted Suicide

1. Assess situation.
2. Direct that appropriate notifications be made.
3. Call PMRT for hospitalization.
4. If required, call 911.
5. Deal with siblings as set forth above.
6. If Lockdown was not called, hold an emergency staff meeting at close of school to brief staff.
7. Arrange for additional counselors if needed.

Suicide Risk/Ideation

1. Assess situation.
2. Direct to an appropriate person who will conduct a risk assessment.
3. If required, contact PMRT.
4. Inform the parents.
5. Follow-up with referral as necessary.

Teacher/Staff Responsibilities

Death by Suicide/Attempted Suicide

1. Immediately notify the IC.
2. Administer first aid/CPR.
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

Mental Health Crisis

Examples of a mental health crisis may take the form of a student reporting the following:

- “I feel like hurting myself, someone else, or someone is hurting me.”
 - You have concerns that they are unable to keep themselves safe.
 - Student is having visible physical symptoms due to their mental health: i.e. shaking, difficulty breathing, unable to stop crying, unable to soothe self”
1. If student is in a classroom, have teacher contact Counseling office to have an escort to counselors office.
 2. Contact a member of the Mental Health Team, who will come and pick up student(s).
 3. Mental Health Team member will assess student for needs and contact appropriate supports.

CYBERSECURITY

Educational digital citizenship resources for PCHS students, parent/guardians and community can be found at our Digital Citizenship Ed Tech Help site [here](#).

Information about and email communication guidelines, social media guidelines and the PCHS Responsible Use Policy (RUP) can be viewed in the [PCHS Parent and Student Handbook](#).

CIVIL DISTURBANCE

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

Students who voluntarily leave the campus or classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive may result in disciplinary action against that student.

General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. IC to coordinate with Admin of Security and assemble available SERT to secure area.
4. Assess the danger of the disturbance and issue a Lockdown if necessary.
5. IC Prepare communication to inform parents of the incident.
6. Notify the School Police.

Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.
3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or

guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.

6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures

1. Be aware of the morale of the student body
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:
VISITORS, PLEASE REPORT TO THE OFFICE

Picketing

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.

3. If non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, notify police.

BOMB THREATS

General Procedures

1. Evacuation route should be posted in every classroom.
2. Record information about telephone threat. Listen to the message without interrupting the caller, if applicable. If call, note time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. If school has caller ID, note the number from which call was made.
4. Notify Main Office/Building Administration.
5. If threat is written on paper, place it in an envelope or plastic bag.
6. Prepare media statement and email to inform parents.

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
 - Call 911 – advise building is being evacuated because of a bomb threat.
 - Activate SERT.
 - Turn off school bell system.
 - Do not use PA system.
 - Turn off all two-way radios.

NOTE: Do not utilize the fire alarm system to evacuate the building.

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.

4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

IC Responsibilities

1. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
2. Activate the SERT.
3. Turn off the school bell system.
4. Turn off all two-way radios.
5. Do not use the fire alarm system to evacuate the building.
6. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
 - Classroom in which the device is located
 - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
 - The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment that may exacerbate the situation.

4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roster.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

Letter/Package Bomb or Mailed Hazardous Substance

Detect suspicious packages/letters by the following:

1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
2. If delivered by carrier, balance check if lopsided or heavy sided.
3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.
4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.
5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.

6. No postage or non-canceled postage.
7. Any foreign writing, addresses, or postage.
8. Handwritten notes, such as: "To be opened in the privacy of...", "confidential", "your lucky day is here", and "prize enclosed".
9. Improper spelling of common names, places or titles.
10. Generic or incorrect titles.
11. Leaks, stains, or protruding wires, string, tape, etc.
12. Hand delivered or dropped off for a friend packages or letters.
13. No return address or nonsensical return address.
14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.

Remember the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.

Teacher/Staff Responsibilities

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

- Foreign mail
- Misspelling of common words
- Excessive postage
- Odd noises
- Handwritten messages
- Oily stains/discoloration/odor
- Special delivery

- Poorly typed addresses
 - Restrictive markings
 - Lopsided or uneven envelope
 - Incorrect titles
 - Protruding wires or tinfoil
 - No return address
 - Excessive weight
 - Excessive securing material (i.e.: tape)
 - Powder leaking
1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item.
 2. Call 911
 3. Notify the IC
 4. Follow procedures for Bomb Threats-Device Found
 5. Persons who touch the letter should wash their hands if powder or liquid is leaking.
 6. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal and IC giving as much detail about the situation as possible.

Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information and assistance. Remember, one of your roles is to preserve a potential crime scene.

BIO/CHEMICAL RELEASE

Hazardous Material Spill

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill.
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Assess the need to inform parents about the spill and prepare a media statement if warranted.
8. Record the names and personal information of any persons exposed to the spill.
9. Notify the School Police.

Temporary Stay at School Status

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived and students have departed.

Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which

evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.

3. If it is decided that the building should be evacuated:
 - A. Sound the fire alarm
 - B. Notify the following:
 - (I) 911
 - (II) School Police
 - (III) Teachers and Staff
 - (IV) Location of the evacuation site will be communicated through all available outlets.
4. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
5. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
6. The IC will provide a report to the School District/ Superintendent/EOC by phone or messenger as soon as possible after the evacuation.
7. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers, and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or

proceeding on foot to the determined evacuation site.

Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

Environment Where Exposure May Have Occurred

Law enforcement and public health officials' work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the

incubation period. Thus, they present different challenges as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described that include nerve agent and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or

vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a face mask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate

people externally on skin, internally in lungs, gut or wound, or both; and

3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances; serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid 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 or loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building.
2. Notify Main Office/Administration.
3. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the School Police.
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to 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. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.

8. The School, or affected areas, will not reopen until LA County Hazmat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated “topically” by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

Substance Released Outdoors and Localized

General Procedures

1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Contact the School Police.
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
5. Direct School Emergency Response Team members (search & rescue team) to 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. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.

7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

Substance Released in Surrounding Community

IC Responsibilities

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the School Police
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed, monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident. The radio stations that broadcast emergency closings for PCHS are: **KNX 1070 AM, KFVB 980 AM, KFI 640 AM**

8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed, monitor the air space.
2. Report any medical conditions or other concerns to the IC.

WEATHER PROCEDURES

Modifying Athletic Activities During Excessive Heat

The following precautions need to be taken for outdoor physical activity during excessive heat such as physical education and competitive sports:

- Adequate water must be available. Periodic drinking of water every 15 to 30 minutes should be encouraged.

- Staff and all personnel supervising physical activities, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Air Quality Index information may be found [here](#).

Strategies for Preventing Heat Stress During the School Day

A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.

Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index.

Weather Alerts

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets.

Watch - missed when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. If a watch is issued:

- Review the SEOP and confirm staff assignments for emergency position
- Consider if activities should be adjusted/cancelled
- Make announcement and/or send message via ParentSquare and review emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

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

- Review the SEOP
- Check emergency supplies
- Consider if activities should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated

- Make announcement and/or send a ParentSquare message if extracurricular activities may be impacted

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

- Activate SEOP
- Gather emergency supplies
- Make announcement and/or send ParentSquare message
- Take proactive steps to protect students and staff
- Cancel activities

APPENDICES

A. CONTACT NUMBERS

EMERGENCIES – 911

Police and Fire Departments

1. LAUSD School Police Dispatch: 213.625.6631
2. LAUSD School Police - Officer Ramirez: 213.610.4310
3. LAUSD School Police - Officer Hendricks: 213.705.3981
4. Los Angeles Police Department, WLA Dispatch:
310.444.0701
5. Los Angeles Police Department, SLO Brian Espin:
310.444.0737
6. Los Angeles County Sheriff's Department:
310.553.5033
7. Fire Department (Station 69): 310.575.8569
8. LA City Emergency Management Dept. Duty
Officer-213-200-6414-(this connects you with ALL City
of Los Angeles resources)
9. LA County Office of Emergency Management Duty
Officer-323-459-3779-(this connects you with ALL LA
County resources and is the pathway to CalOES
resources as their Operational Area leader)
10. Michael Edwards, American Red Cross Regional Mass
Care Manager: 213-479-0488-Cell

When calling in a major emergency to the police department, state the following:

1. Dispatcher will ask: "Do you have an emergency?" (when phone is answered). Tell the dispatcher "Yes".
2. I am calling from (Name of School/Site) Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school.
3. My name is: (state your name)
4. I am: (state your position)
5. I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
 - a. What is happening?
 - b. Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
 - c. Suspect descriptions: i.e., hair, clothing, ethnicity, height, weight
 - d. Weapons and type
 - e. Injuries
6. If you are not at risk, then stay on the line until police have arrived at your location.
7. If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

NON-EMERGENCIES – 311*

1. Department of Mental Health (Access HelpLine):
800-854-7771
2. Department of Public Works (Water Emergencies):
800-342-5397
3. American Red Cross: 310-445-9900
4. Telephone Repair: 611
5. Electrical Company
 - Customer service: DWP: 800-342-5397
 - Power outages: SAME AS ABOVE
 - Life-threatening emergencies: SAME AS ABOVE
6. Poison Control Center: 800-876-4766
7. SO. CAL GAS CO.: 800-427-2200
 - Natural Gas Emergency Number: SAME AS ABOVE
8. Los Angeles County Health Department: 2-1-1
9. Bees: 800-825-3400
10. Los Angeles Animal Shelter and Animal Issues (24-hours): 888-452-7381
11. Fire Department: 911 or 310-575-8569
12. Health Department: 310-338-3200
13. Child Abuse Hotline: 800-540-4000
14. CalTrans/Road Conditions: 800-427-7623

HOSPITALS

1. Cedars-Sinai Health Center: 310-423-3277
2. Providence St. John's Health Center: 310-829-5511
3. Santa Monica, UCLA Medical Center ER:
424-259-6000
4. L.A. County, USC Medical Center: 323-409-1000

RADIO STATIONS

Emergency Broadcasts can be received via the Emergency Alert System (ES).

List primary radio stations (FM/AM):

CNN: (404) 827-1500

KTLA: (323) 460-5500

KNX 1070 AM: (323) 900-2070

KFI: 640 AM

Other Frequencies

- NOAA Weather, 24 hours: (162.550)
- National Emergency Channel: 1-888-225-5322 (163.5125)
- General Mobile Radio Service (emergency): (95.179)

Other Important Numbers

*311 is a toll-free phone number to request police services in non-emergency situations. These are situations that are not serious, not life threatening, or not currently in progress.

PCHS Campus Communication Tools

- 1. Radios:** Kirisun, Kenwood and HYT models
 - Frequency: Standard LAUSD-- 457.52500 (PL Tone)
 - Quantity: 40+
 - Storage/Distribution Locations: A-Building, Security, Management and Athletics Dept.
- 2. PA System**
- 3. Bullhorn**
- 4. Emergency Cell Phone Notification System**

Emergency Contact Information - Employees and Students: Available in hard copy for internal use. Due to information privacy, this will not be available on website posting.

B. FORM LETTERS

Sample Statement

Initial Announcement

Date:

To: Student and Staff
From: Executive Director and Principal
Subject: (Student/Staff Member Death of Serious Injury)

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that _____ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room _____ beginning ____(time) through _____(time).

Remember we will give you additional information as soon as it is available.

Sample Faculty Memo (Student Death on Campus)

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Accident on Campus

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them

of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

Sample Faculty Memo (Faculty Death)

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Death of a Staff Member

You may be aware that one of our teachers _____ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to _____ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final ‘cause of death’ ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at _____ school

for over _____ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the _____ and for students in the _____. Please send students needing assistance to the _____ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

Sample Faculty Memo (Student Death Off Campus)

Date:

To: Faculty and Staff

From: Executive Director and Principal

Subject: Student Death

On Tuesday, May 7th, one of our students, _____ was killed at an intersection near school. Apparently a car drove through a stop sign and hit _____ in the crosswalk. He/she was taken to _____ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

Sample Parent Memo (Student Death Off Campus)

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students was struck and killed by a vehicle while

walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

Sample Parent Memo

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students, _____, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Executive Director and Principal

Sample Internet Safety Letter

Dear Parents and Guardians:

Palisades Charter High School prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by

students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of social media. Social media sites contain components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

Unfortunately, some of these websites are being used by child predators, "cyberbullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such websites, and some students use the sites to participate in online bullying or to threaten harm to other students. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Palisades Charter High School will continue to block objectionable material as we deem appropriate in response to abuse of our systems.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have a social media account. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet.

Palisades Charter High School will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact me.

Sincerely,

Executive Director and Principal

C. SUPPLIES

1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy-duty backpack, or other container that holds all of the contents.

Emergency Response Kits Should Contain:

Qty	Contents	Qty	Contents
1	Copy of the School Emergency	1	Instant Ice Pack
1	Updated class lists and emergency contact	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight w/ Batteries	2	3-inch sterile roller bandages

1	Rope (100')		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 1/2"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large zip lock baggies
1	Light stick (12 hr)	1	FM Radio w/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	1/2 x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

2. Emergency Items for Classrooms

a). Emergency Sleeves on the Safety Pole should contain:

Qty	Contents	Quanti	Contents
1	Pen	1	Pencil
1	Emergency Procedure Plan		
6-7	Class rosters with emergency contact numbers.		

b). Classroom Lockdown Kit

Qty	Contents
1	Toilette Bucket: Contains the necessary items a classroom should have in the event of a lockdown. Packaged in a 5-gallon bucket with toilet seat lid. Contains: 1 portable toilet in 5-gallon bucket 1 toilet paper roll 100 wet wipes 25 waste bags 1 duct tape 10 pair vinyl gloves 1 blue poly tarp - 5' x 7'
1-2	Designated Blue Bucket of Drinking Water Powder
1	Tub Clorox wipes
1	Box of Tissues
1	Waterless Hand sanitizer
1	Bandages
1-2	Designated Blue Bucket of SOS Food Bars

1	Privacy screen
1	Secure the Door Kit: 1-2 yellow ropes 2-4 metal cleats 1-2 black rope lock
1	Laminated Yellow X -- indicating room clear
1-2	Laminated Yellow Window Cover

3. Emergency Supplies for Containers

a). Emergency Container Main Assembly Area

Qty	Contents
20	55 gallon water containers with cap removal
58	Cots
14	Cold-Pack Cases (approx. 24 per case)
1200	Emergency Blankets
50	Privacy tents with stakes and poles
30	Safety goggles
2	Cases of Kleenex
1	Red bag; Contains: work gloves, injury tags for identification, safety Hi-Viz vests, flash lights
6	Blue plastic tarps

b). American Red Cross (ARC) Container

Qty	Contents
120	Classroom buckets
4	Cases adult Diapers
300	Army Blankets
150	Cots
5	Cooler
5	Flashlights
24	Extra batteries
1	Collapsible 20 in ramp

c). Search & Rescue (SAR) Equipment

Contents

Bags each contains:

- 6 D - Batteries
- 2 Box Cutters
- 2 Chalk (Pieces)
- 1 Clipboard
- 1 Crowbar
- 1 Danger Tape
- 1 Duct Tape
- 3 Flashlight
- 4 Gloves (Pairs)
- 3 Glow sticks (30 min)
- 3 Goggles
- 3 Helmets
- 6 Masks
- 1 Rope
- 8 Triage Tags
- 3 Vests
- 3 Whistles

4. Emergency Supplies for Barrels or Containers

Item	Qty	Description/Usage
Air Horn/Whistle	1	Signaling "all clear", getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Coolers	10	

Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source
Hacksaw	1	
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, etc.
Gloves	12	
Grease Marker	4	
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour

Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Pandemic Supplies: Masks Face Shields Gloves Gowns Wipes, Disinfecting Spray Paper Towels Toilet Paper Hand Sanitizer		PPE needed in case of Pandemic.
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; "coats" for smaller children, place on ground as tarp
Pumps for Water Barrels	10	Place pump in barrel to provide water
Plier Set	1	
Rope	2	Closing off pedestrian campus entrances, cordon off areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	

Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30")	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items

Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	2 - 3 Day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

4. First Aid Team Supplies

Emergency First Aid Supplies are located: Nurse's Office, Safety Container and First-Aid Station.

Qty	Contents	Qty	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	K n u c k l e bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape

4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	2	Emergency blankets
1	Carton cutter	1	Flashlight w/ Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer

1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/ Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		

D. CHECKLIST

School Administrator's Emergency Planning

Preparedness

- Has your school fully implemented the School Emergency Operations Plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of NIMS?
- Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?

- Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location of First Aid and other emergency supplies?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours overall (6 hours in Lockdown)?
- Is everyone aware of primary evacuation routes and alternative routes? Do you drill using all evacuation possibilities?

Mitigation

What have you done to reduce your potential losses?
Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Has the School Emergency Operations Plan and the performance expectation been communicated to all employees?
- Is everyone educated to how NIMS works? Do they understand the basic principles?
- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of NIMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- Do you know how to survey for damage and report your damage to the appropriate agencies?
- Does the school have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- How will you determine whether total or partial evacuation is necessary?
- Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- Do you know whether or not your school has been designated as a potential mass care shelter?

- If some students are seriously injured, do you know what you will do with them?
- Has your school established check-out procedures to be taken before a student is released to an adult?
- Have you developed emergency sanitation procedures?
- Have you identified personnel who can translate information to non-English speaking parents?

NIMS also provides for certain facilities and equipment:

- Has a primary and secondary Command Post or other central planning area been identified?
- Has the Command Post been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year, First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?
- Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operation, or two-way radio to communicate with Emergency Operations Center? Are a number of people trained to use this equipment?

- Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?

Recovery

- Identify record keeping requirements and sources of financial aid for disaster relief?
- Establish absentee policies for teachers/students after a disaster?
- Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster?
- Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.?
- Develop a plan for conducting classes if some of your facilities are damaged including half-day sessions, alternative sites, and/or portable classrooms?
- Become familiar now with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments. Work with your local emergency service professionals to polish your cost-recovery abilities

E. TERMS AND ACRONYMS

All Clear: Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.

Assembly Areas: Designated meeting areas for students, employees, and visitors during emergency evacuation of all school buildings.

Drop Cover, and Hold On: Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.

Emergency Evacuation Plan: Official procedures for evacuation of all effected students, employees, and visitors to the school buildings upon order of the Principal and/or upon building alarm system activation, in the event of an emergency.

Fire Alarm: Intermittent audio alarm that signals evacuation of buildings.

Mitigation Phase: Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.

Preparation (Preparedness) Phase: Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.

Recovery Phase: Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.

Response Phase: Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.

School Emergency Response Team: Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.

School Emergency Operations Plan: Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the school and to assure the continued operation of the essential services of the school during a period of emergency.

Site Coordinator: One person per building who functions as liaison between the command site and work site during an emergency.

Acronyms

<u>ATF:</u>	Bureau of Alcohol, Tobacco, Firearms and Explosives
<u>ARC:</u>	American Red Cross
<u>BT:</u>	Bioterrorism
<u>CDC:</u>	Center for Disease Control
<u>COOP:</u>	Continuity of Operation
<u>CP:</u>	Command Post
<u>CT:</u>	Chemical Terrorism
<u>DMH:</u>	Department of Mental Health (Los Angeles County)
<u>DOH:</u>	Department of Health (Los Angeles County)
<u>DSR:</u>	Damage Survey Report
<u>EMA:</u>	Emergency Management Agency
<u>EOC:</u>	Emergency Operations Center
<u>FEMA:</u>	Federal Emergency Management Agency
<u>IC:</u>	Incident Commander
<u>ICP:</u>	Incident Command Post
<u>ICS:</u>	Incident Command System
<u>MACS:</u>	Multi-Agency Coordination System
<u>NIMS:</u>	National Incident Management System
<u>OES:</u>	Office of Emergency Services (California)
<u>PIO:</u>	Public Information Officer
<u>SEMS:</u>	Standardized Emergency Management System
<u>SEOP:</u>	School Emergency Operations Plan
<u>SERT:</u>	School Emergency Response Team
<u>SOP:</u>	Standard Operating Procedure
<u>SPO:</u>	School Police Officer
<u>SVA:</u>	Security and Vulnerability Assessment