



Comprehensive School Safety Plan  
2021-2022

**Updated August 2021**

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**Please note:** *Certain policies, procedures & roles within this Safety Plan may change slightly due to evolving health & safety measures due to COVID-19.*

## **1. Introductory Material**

### **1.1 Purpose of the Comprehensive School Safety Plan**

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan (CSSP), per California Education Code sections 32280-32289. CSSPs must include an assessment of current school safety as well as appropriate programs that provide and maintain a high level of school safety.

This document is the result of collaboration among KIPP SoCal regional operations staff, school administrators, school operations staff, teachers, families, and local emergency service providers. The purpose of this CSSP is to affirm our commitment to ensuring student well-being in ordinary as well as extraordinary circumstances and compile the school's various efforts and strategies to meet that goal.

### **1.2 Certification Page**

The Comprehensive School Safety Plan was developed and approved using a collaborative process respectful of representation and input from all stakeholders.

KIPP SoCal Public Schools Board Approval Date: December 2021

## **2. Positive Safe School Environment**

### **2.1 COVID-19**

Based on guidance from the CDC, CDPH, CDE, LACOE, SDCOE, and LA County Dept of Public Health, KIPP SoCal has adopted physical health and safety guidelines for all school sites. Vigilance to these guidelines will lower the risk of in-school transmission of COVID-19. As the guidance from federal/state/county agencies continues to change, we will modify KIPP SoCal's guidelines accordingly.

KIPP SoCal's Health & Safety Guidelines regarding COVID-19 are focused on three areas: prevention, monitoring, and response. Prevention and monitoring guidelines serve the purpose of keeping our school communities healthy and preventing the spread of COVID-19 on school campuses. Response guidelines serve the purpose of identifying suspected and confirmed cases of COVID-19 within school communities and preventing any further spread of COVID-19 on school campuses.

To ensure a timely and accurate response to suspected and confirmed cases of COVID-19, a designated team member at each school site is responsible for responding to and tracking reports of suspected and confirmed cases amongst students, in partnership with the Regional COVID Response Team. The KIPP SoCal Human Resource (HR) team is responsible for responding to and tracking all suspected and confirmed cases of COVID-19 amongst team members.

## **2.2 Student and Employee Security**

Responsibilities of the Administrator include:

- Calling local law enforcement when assistance is needed on or adjacent to the campus.
- Developing classroom-to-office communication system in the event that regular means of communication are unavailable

Responsibilities of Staff include:

- Locking classroom doors when working alone before or after school hours.
- Exercising stringent control of assigned school keys and secure all personal valuables.
- Reporting any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.

### **Campus Supervision**

Responsibilities of the Administrator include:

- Maintaining a current supervision plan and schedules for staff carrying out the plan.
- Providing training regarding campus safety and campus supervision
- Reviewing with staff procedures related to the proper use, maintenance and security of issued hand-held radios.

### **Locked Campus Policy**

Responsibilities of the Administrator include:

- Assigning school staff members to monitor the main entrance, issue a "Visitor's Pass," and direct all visitors to report to the Main Office upon arrival.

### **Key Control**

Responsibilities of the Administrator include:

- Maintaining current records of the distribution of all keys.
- Maintaining a key safe in which keys that have not been issued are to be stored. Ensure that when not actually in the possession of authorized school staff, all keys are to be kept in a locked key safe.
- Arranging to have all exterior doors of buildings opened and closed, as necessary.

### **Key/Access Card Distribution:**

- Master Keys/Access Cards: It is important to keep the number of master and specialized keys/access cards to a minimum to maintain site security. Master keys/access cards shall be issued only to the BOM, administrative staff, and other designated staff.
- Classroom Teacher Keys/Access Cards: Classroom teachers are to be issued keys/access to his/her classroom and will be responsible for said keys.
- Substitute Teacher Keys/Access Cards: Keys/Cards issued to substitute teachers and other KIPP SoCal Public Schools employees (maintenance, etc.) shall be returned daily.

### **Key/Access Card Control Guidelines:**

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (Penal Code 469).
- Keys/Access Cards are never to be in the possession of students without the expressed written permission of the site key administrator. Keys/Cards are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys/access for the weekend or holiday activities will be issued keys/access cards for the weekend assignment for approved amount of time needed. Prior written approval by the site key administrator must be obtained.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of a personnel change.

### **Loss or Theft of Keys**

The loss or theft of keys/cards shall be reported to the Business Operations Manager. In addition, the Facilities and Operations Team shall be notified to determine if rekeying is needed.

### **Visitors to Campus**

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Administrators have the authority under the California Penal Code, Los Angeles Municipal Code and the Education Code to report to the appropriate police agency any adult or minor over 16 years of age who enters a school campus and fails to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

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

### **2.3 Traffic Patterns and Drop-off/Pick-up Points**

Responsibilities of the School BOM or Real Estate Team:



- Work with the Regional Operations Team to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are safe and readily accessible to students.
- Establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

**Traffic Safety:**

*Our school is located at the busy intersection of Whittier Blvd and Camulos. Families that are dropping off their children by car must enter through Camulos and exit on Whittier Blvd making a right only.*

**Safe Passage To and From School**

Responsibilities of the Administrator:

- At elementary schools, encourage parents to walk their children to school.
- Inform students, staff and parents of designated student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should be distributed to students and parents at the start of the school year.

**Crossing Guard:**

*One crossing guard is stationed daily on Whittier Blvd from 4:00 pm to 4:30 pm. Families should follow all instructions given by the crossing guard.*

**Safe Routes to School:**

*The school’s main entrance is located on Whittier Blvd. Families are welcome to approach the entrance from any direction on foot. Students that are riding bikes to school should enter by foot on Whittier Blvd.*

**2.4 Child Abuse Reporting Procedures**

**Mandated Reporting of Suspected Child Abuse or Neglect**

“A mandated reporter shall make a report ... whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or **reasonably suspects** has been the victim of child abuse or neglect.”  
 -California Abuse & Neglect Reporting Act (CANRA)

At the beginning of the school year, it’s important to review the responsibilities of educators to protect students from abuse and neglect. School team members play a crucial role in the City’s efforts to prevent child abuse because, next to parents, they are the adults who have the most frequent contact with children.

- **ALL school team members are mandated reporters.**
- Your school counselor is available to support with consultation and phone calls and so is the DCFS hotline.
  - If your school counselor is unavailable, please call:
    - Jasmine Tarver, Associate Director of Mental Health: (323) 351-1643**
    - Lauren Krauss, Mental Health Program Manager: (323) 400-9173**

- The team member the student discloses the abuse to **must** be the one to file the report
- We cannot tell a team member that they cannot make a mandated report.
- DCFS reporting is not anonymous for mandated reporters - name is required.
- Establish your expectations/protocol with your school counselor, team, school
  - Share with Jasmine to ensure it is aligned with KIPP SoCal Public Schools policies, district and state mandates.
- We are not investigators. It is important to get as much information as possible, but we (KIPP SoCal team members) are not trained in how to ask questions that aren't leading or suggestive.
- DCFS will consult with you on whether the situation is reportable or not.
  - DCFS Responses - not reportable, immediate response, 5-day response, 10-day response, or connection to resources and supports.

**How to file a DCFS report:**

1. It is recommended to consult with school counselor or Admin before making a report
  - a. DCFS will consult with team members about reports/cases
2. Inform School Leader/Admin of report
  - a. Call 1-800-540-4000 to report abuse ASAP
3. Call/Contact school counselor (if support is needed)
  - a. Counselor is on site: They will work with admin to make a decision
  - b. Counselor is not on site: Admin/teacher can call DCFS for consultation on the case
4. The phone call must be followed with an electronic report within 36 hours
  - a. You will be given a 19 digit referral number
  - b. Report filed at: <https://mandreptla.org/>
  - c. In your report, list only current facts, not opinion based.
5. Informing parent/guardian of DCFS call
  - a. Informing parents of a DCFS report is done on a case by case basis
  - b. Informing parents should only be done with the student's best interest in mind:
    - i. Is the parent you are informing the one that is accused?
      1. Informing parent could put student at more risk
      2. Allows parent time to coach student with answers before social worker interview
    - ii. Will telling the parent help the situation or hurt the situation?
    - iii. Does anyone in the school have a close relationship with the family?
      1. Even if you have a close relationship, you do not know what goes on in the house.
    - iv. When a parent/guardian or family member is accused:
      1. If the child is afraid to go home or you have reason to believe they are in imminent danger, call the DCFS Hotline. If an investigator does not arrive before the school day ends, do not send the child home. Call 911 to ask the police to take protective custody. Do not notify the parent/guardian of the Hotline call. Allow DCFS to make the notification.
6. Print a copy of the report and keep for your own records.
  - i. Do not file in the student's Cume file! Keep in your own files.

**2.5 Dress Code/Uniforms**

The goal of KIPP SoCal Public Schools is to prepare our students for high school, college and the

professional world beyond KIPP. Our uniform policy is designed to ensure that students are clean, neat, and age-appropriately dressed from head to toe. Uniform infractions may result in a referral to the office.

#### Not Allowed

Gang-related apparel, skinny pants, denim pants, jeggings, baggy pants, jumpers, thigh high tights, leggings, joggers, hats, hair that obstructs the eyes, facial piercings during school day for safety reasons, earrings larger than ½ inch, makeup, fake nails, excessive bracelets or necklaces. If jewelry/accessories become a distraction in the classroom, your child will be asked to remove the jewelry.

## 2.6 Bullying Prevention

KIPP SoCal Schools believes that all students have a right to a safe and healthy school environment. Our schools and communities have an obligation to promote mutual respect, tolerance, and acceptance.

KIPP SoCal Schools will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

#### Types of Bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing
  - Name-calling
  - Inappropriate sexual comments
  - Taunting
  - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose
  - Telling other children not to be friends with someone

- Spreading rumors about someone
  - Embarrassing someone in public
  - Cyberbullying
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
    - Hitting/kicking/pinching
    - Spitting
    - Tripping/pushing
    - Taking or breaking someone's things
    - Making mean or rude hand gestures
  - Sexual Harassment, can include relational and physical bullying, involves hurting someone's reputation or physical violation. Sexual harassment includes:
    - Derogatory comments
    - Name calling
    - Talking about others sexual and/or gender identification
    - Physical touching
    - Cyberbullying

KIPP SoCal Schools requires students and/or staff to immediately report incidents of bullying to the School Leader or admin designee. Staff who witness such acts take immediate steps to intervene when safe to do so and complete KIPP SoCal Incident Report Form.

Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure that bullying does not occur on school campuses, KIPP SoCal Schools will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such

reporting will not reflect on the target or witnesses in any way.

## **2.7 Sexual Harassment Policy**

KIPP SoCal is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students, or persons doing business with or for KIPP SoCal is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

KIPP SoCal considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student.

Any student or employee of KIPP SoCal who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the School Leader or Chief Executive Officer's Designee so that appropriate action may be taken to resolve the problem. KIPP SoCal prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory or vulgar comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; and/or use of obscene gestures or leering.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; and/or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

If you have concerns about discrimination and/or sexual harassment, please notify the School Leader or Chief Executive Officer's Designee.

## **2.8 Discrimination Policy**

### KIPP SoCal Public Schools Non-Discrimination Statement

Under the terms of our charter petition, Title IX of the federal Civil Rights Act, the California Constitution, the requirements of California Education Code sections 220 and 221.5, and the requirements of California Penal Code section 422.55, KIPP SoCal prohibits discrimination, harassment, bullying and

intimidation based on an individual's actual or perceived race or ethnicity, gender (including gender identity and gender expression), sex (including pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), sexual orientation, religion (including religious accommodation), color, national origin, ancestry, disability (mental or physical), marital status, registered domestic partner status, age, genetic information, political belief or affiliation, a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

Discrimination on any of these bases, or perception of these bases, results in violation of the fundamental civil rights of members of our school and community. When this occurs, not only is the person or group being discriminated against hurt, but the entire community is made worse off. Discrimination results in fear, ignorance, lowered performance, bullying and many other negative outcomes.

Harassment based on any of the above-protected categories is a form of unlawful discrimination and will not be tolerated by KIPP SoCal. Harassment is intimidation or abusive behavior toward a student or employee that creates a hostile environment and can result in disciplinary action against the offending student or employee. Harassing conduct may take many forms, including verbal remarks and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

KIPP SoCal prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation. Students do not need to be afraid of trying to correct a situation by speaking to a school administrator, counselor, or trusted adult at school, or filing a complaint. Students who believe he or she is being discriminated against have the right to take action. Students are encouraged whenever possible to try to resolve their complaints directly at the school site.

KIPP SoCal consistently works to implement and ensure non-discriminatory practices in order to provide our students the very best learning environment and a school culture of high academic standards, caring and understanding faculty, and good citizenship. In order to do so, KIPP SoCal maintains non-discriminatory access to its facilities, including classrooms, restroom facilities, offices, and fields, and abides by legal requirements regarding sex-segregated facilities and program offerings as outlined in California Education Code 221.5 (f).

## **2.9 Suspensions and Expulsions**

Students will be subject to discipline for misconduct occurring a) on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or returning from a school-sponsored activity according to enumerated offenses listed in the California Code of Education. Statutory grounds for suspension and expulsion are on file in the front office of the school.

All offenses for which students must be suspended

Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law)

*Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. Education Code Section (“EC”) 48915(c):*

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)).
5. Possession of an explosive. EC 48915(c)(5); 48900(b)

All offenses for which students may be suspended

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

*Category 2 offenses require that the School Leader suspend and must recommend expulsion when the following occur at school or at a school activity off campus unless the School Leader determines that the expulsion is inappropriate. EC 48915(a).*

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). EC 48915(a)(3); 48900(c)
4. Robbery or extortion. EC 48915(a)(4); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee. EC 48915(a)(5); 48900(a)(1); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

*School Leaders may suspend and recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus; or while going to or coming from, a school sponsored activity. EC 48915(b) and (e):*

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)
2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades four through twelve inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades four through twelve inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades four through twelve inclusive)
14. Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. EC 48900(r); 48915(e)
21. Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e)

For Categories 2 and 3, the school must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

*All offenses for which students must be recommended for expulsion*



Category 1 Offenses – Student Offenses with NO School Leader Discretion (except as otherwise precluded by law)

*Category 1 offenses require that the School Leader shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. Education Code Section (“EC”) 48915(c):*

1. Possessing, selling, or furnishing a firearm. EC 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. EC 48915(c)(2); 48900(a)(1); and 48900(b)
3. Unlawfully selling a controlled substance. EC 48915(c)(3); 48900(c)
4. Committing or attempt to commit a sexual assault or committing a sexual battery (as defined in EC 48900(n); 48915(c)(4); and 48900(n)).
5. Possession of an explosive. EC 48915(c)(5); 48900(b)

*All offenses for which students may be recommended for expulsion*

Category 2 Offenses – Student Offenses with LIMITED School Leader Discretion

*Category 2 offenses require that the School Leader suspend and must recommend expulsion when the following occur at school or at a school activity off campus unless the School Leader determines that the expulsion is inappropriate. EC 48915(a).*

1. Causing serious physical injury to another person, except in self-defense. EC 48915(a)(1); 48900(a)(1)
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication). EC 48915(a)(3); 48900(c)
4. Robbery or extortion. EC 48915(a)(4); 48900(e)
5. Assault or battery (or attempt thereof) upon any school employee. EC 48915(a)(5); 48900(a)(1); and 48900(a)(2)

Category 3 Offenses – Student Offenses with BROAD School Leader Discretion

*School Leader may suspend and recommend expulsion when the following occur at any time, including but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus; or while going to or coming from, a school sponsored activity. EC 48915(b) and (e):*

1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of “caused,” the injury is serious). EC 48900(a)(1); 48915(b)

2. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. EC 48900(d); 48915(b)
4. Caused or attempted to cause damage to school or private property. EC 48900(f); 48915(e)
5. Stole or attempted to steal school or private property. EC 48900(g); 48915(e)
6. Possessed or used tobacco. EC 48900(h); 48915(e)
7. Committed an obscene act or engaged in habitual profanity or vulgarity. EC 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. EC 48900(j); 48915(e)
9. Knowingly received stolen school or private property. EC 48900(l); 48915(e)
10. Possessed an imitation firearm. EC 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. EC 48900.4; 48915(e) (Grades 4 through 12 inclusive)
12. Engaged in sexual harassment. EC 48900.2; 48915(e) (Grades 4 through 12 inclusive)
13. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. EC 48900.3; 48915(e) (Grades 4 through 12 inclusive)
14. Made terrorist threats against school officials or school property, or both. EC 48900.7; 48915(e)
15. Willfully used force or violence upon the person of another, except in self-defense. EC 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. EC 48900(o); 48915(e)
17. Any behavior listed in Category 1 or 2 that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. EC 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. EC 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. EC 48900(r); 48915(e)
21. Aided or abetted the infliction of physical injury to another person (suspension only). EC 48900(t); 48915(e)

For Categories 2 and 3, the school must provide evidence of one or both of the following additional findings: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; and (2) due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

*Notification of teachers*

Pursuant to EC Section 49079, teachers at the Charter School are informed if one of their students is suspended, suspended pending an expulsion hearing, or expelled.

## 2.10 Current Status of School Crime

[2019-20 attendance rate:](#) 96%

[2019-20 suspension rate:](#) 0%

2019-20 expulsion rate: 0%

[Fall 2019-20 Healthy Kids Survey:](#)

- 89.9% of students reported that “Teachers and adults at my school care about me.”
- 88.3% of students agreed that “My school has clear rules for behavior.”

## 3. Incident Command System

### 3.1 Incident Command System

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters. ICS has five functions in responding to an emergency: Command, Operations, Planning & Intelligence, Logistics, and Finance & Administration. Under each of these functions, schools should pre-assign specific individuals to assist in the management of the emergency response.

#### **Command - *Monica Madrigal***

During an emergency, the Incident Commander is responsible for directing activities from a designated Command Post. To effectively direct response actions, the incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander, unless circumstances dictate otherwise. This person can also serve as the Public Information Officer. S/he is the point of contact for assisting and cooperating with agency representatives. (Fire, law enforcement, EMS, Red Cross)

#### **Operations- *Eyvett Arias***

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuation, and the release of students to parents. Within KIPP SoCal, these activities are performed under the following teams: First Aid; Logistics Team; Assembly Area Team; Psychological First Aid Team; Request Gate Team; Reunion Gate Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment.

In response to an emergency, the Operations Coordinator manages all school site operations in support of the response to the emergency, including:

- Security (Assign staff member to lead the Security function)
- Search and Rescue (Assign faculty/staff member to lead the Search and Rescue function, and to shut off, if appropriate, all gas, water, and electric utilities in the affected facilities)
- Damage Assessment (Assign faculty/staff member to lead the Damage Assessment function)
- First Aid (Assign faculty/staff member to lead the First Aid function)
- Crisis Counseling (Assign faculty/staff member to lead the Psychological First Aid function from the SST)
- Student Supervision (Assign faculty/staff member to lead the Student Supervision function)
- Student Release (Assign faculty/staff member to lead the Student Release function)
- Coordinate with Technology & Innovation Team regarding system shutdown, if appropriate

**Planning/Intelligence: Eyvett Arias ; Monica Madrigal**

During an emergency, ICS Planning and Intelligence involved the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the following questions:

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

Planning and Intelligence people are forward thinkers. They like to see facts and make predictions.

**Logistics: Eyvett Arias**

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within KIPP SoCal, these activities are performed by the Supplies Team.

The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters”.

**Finance: Eyvett Arias**

The Finance/Administration function of ICS involved the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. They will keep track of personnel time and costs.

The organization of ICS can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who managed that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for the financial documentation

**3.2 Command Team**

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the school leader, who acts as the Incident Commander. The team leader for each of the other four functions (Operations, Planning/Intelligence, Logistics, and Finance/Administration) report to the Incident Commander. The Incident Commander sets the objectives for the activities of all other teams.

Team Assembly Location

**Inside:** Staff Lounge

**Outside:** By the Bike Racks

Supplies and equipment for the Incident Command Center:

- Table, chair, desk supplies,
- Sets of master keys
- Walkie-talkies
- Portable PA system or bullhorn
- Binder containing the following items:
  - Incident Commander Checklist
  - Rosters - master student roster and faculty/staff roster
  - Copies of every team's duties
  - School Emergency Operations Chart/Map
  - Copies of school map
  - Emergency Response Log
  - GETS card
  - WPS Phone

### **3.2.1 Incident Commander - [Monica Madrigal](#)**

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

- Managing the entire response through his/her management and command (Section Chiefs) staff. The Incident Commander does not leave the Incident Command Center without delegating someone to take over
- Assessing the situation
- Keeping abreast of what resources are available
- Determining the need for, and requesting, outside assistance
- Determining a plan for handling the incident, including initiating search and rescue (when safe to do so), beginning reunification (when safe to do so),
- Monitoring and adjusts the plan as needed (expand or contract the response, or after the method of response)
- Assuring the response is being documented
- Communicating with KIPP SoCal regional office and provides them with Incident Commander Checklist report
- Assigning personnel to management and command staff positions if assigned individual unavailable or incapable
- Remaining in charge of campus until redirected/released by SST ICS or law enforcement

### **3.2.2 Public Information Officer: [Monica Madrigal](#)**

The public information officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements as directed by the KIPP SoCal Marketing and Communication Team. Specific duties of the Public Information Officer include:

- Staying updated on response activities
- Send or post messages, if appropriate
- Periodically interacting with the media
- Arrange for translation of announcements and other response related information
- Monitor news broadcast and correct any misinformation

### **3.2.3 Safety/Operations Coordinator: Eyvett Arias**

**The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. The focus of the Safety Coordinator is the safety of staff and students.**

**Specific duties of the Safety Coordinator include:**

- Periodically checking with the Incident Commander for situation briefings and updates
- Monitoring drills, exercises, and emergency response activities for safety
- Monitor emergency response activities for safe practice
- Stop or modify any unsafe activities/operations; identify and mitigate on-site hazards
- Maintain incident records and track response activities
- Work with Facilities Team to determine if buildings are safe to search
- Coordinate search & rescue, medical aid, student care, and student reunification procedures
- Make sure teams have enough supplies and are using appropriate safety equipment
- Schedule breaks and alternatives for staff
- Coordinate mental health response activities
- Communicate closely with the Incident Commander

Supplies and Equipment for Command Team

- School Emergency Response Box
- Copy of the SAfe School Plan and contact information
- Campus maps
- Staff phone and email lists
- Master keys (Note: These must be kept in a very secure location or with specific authorized individuals)
- Copies of student rosters
- Two-way radios
- Clipboard, paper, pens
- Vest

### **3.3 First Aid/Medical Team**

First Aid Team is responsible for assessing injuries and administering necessary first aid and medical treatment. All members should have First Aid/CPR training. This team is also responsible for establishing an on-campus morgue when needed.

### **Assignments**

First Aid/Medical Team Lead: [Elvia Flores](#)

Alternate Team Lead: [Susana Rivas Monroy](#)

First Aid/Medical Team Member: Viridiana Moreno

First Aid/Medical Team Member: Caitlyn Rico

Location: **By the alley gate**

First Aid/Medical Team duties include:

- Setting up first aid area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.
- Assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged.
- Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.
- Update Operations of overall status (Lead)
- Completing the injury report (Lead)

Supplies and equipment for the First Aid Team:

- Walkie-talkie
- General office supplies
- First aid supplies
- Latex/disposable gloves
- Triage tags
- Ground covers/tarps
- Stretchers
- Emergency blankets
- Notebook/Binder containing the following:
  - List of student medications
  - Injury report
  - School Emergency Operations Chart
  - School map
  - Emergency Response Team log

In a disaster, it may be awhile before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics.

### **3.4 Psychological First Aid/Crisis Team**

Psychological First Aid/Crisis Team is responsible for the social-emotional well-being and safety of all students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency. The goals during crisis response are to help restore the school to pre-crisis level functioning and to prevent further psychological trauma by providing interventions to students and staff impacted by the crisis. The entire crisis response process is considered important for mental health intervention and can be broken down into three stages: Triage,

Evaluation, and Intervention.

A school crisis situation that may require a PFA would be:

1. The suicide of a student, staff, or parent
2. The death of a student, staff or one of their family members
3. The terminal illness of a student or staff member
4. An accident on or near the school grounds
5. A violent incident at or near school or involving students or staff

### **Assignments**

Psychological First Aid Team Lead: Brigitte Kaninda +

Alternate Team Lead: [Mental Health Manager]

Psychological First Aid Team Member: [Intern]

Psychological First Aid Team Member: Brenda Banuelos

Location: Outside by the alley gate

Supplies and equipment for the Psychological First Aid Team:

- Two-way radio
- General office supplies
- Crisis Counseling sign-in sheet
- Printouts of local resources (e.g. community mental health)
- Printouts of blank Risk Assessment Documentation forms

To activate the Psychological First Aid (PFA) Team:

- The PFA School Team Lead will contact their regional Mental Health Manager (Associate Director or Program Manager) for consultation and support.
- Based on information received, Associate Director of Mental Health will activate the PFA Team, requesting support from other regional school counselors if needed.
- The PFA Team will follow their pre-assigned responsibilities as outlined.

### **TRIAGE**

The primary goal here is to provide immediate physical and psychological safety of impacted individuals. This may include implementing crisis counseling or medical attention / first aid, de-escalating behavior, or, if no other safe alternative is available, Safety-Care techniques to move a child to a safer location.

### **EVALUATION**

The evaluation process is used throughout the entire event of crisis response. The school counselor and members of the Psychological First Aid Team constantly evaluate victims and responders' levels of psychological risk (low, moderate, high) and determine who should be prioritized.

### **INTERVENTION**

Depending on the level of risk and scope of impact of the crisis incident, the PFA team will determine the appropriate interventions. Services will be provided based on level of need prioritizing high risk.

1. **Low risk** - Re-establish social supports, psychoeducation groups for students and caregivers



2. **Moderate risk** - Re-establish social support, psychoeducation groups for students and caregivers, and immediate crisis counseling, or call ACCESS.
3. **High risk** - Re-establish social support, psychoeducation groups for students and caregivers, immediate PFA or other mental health intervention, call ACCESS, LAPD/Tarasoff report, and referrals to long-term therapy
  - a. High risk or at risk populations include but are not limited to those who:
    - i. Had direct exposure (witnessed) or experienced similar trauma
    - ii. Were injured
    - iii. Experienced death or serious injury of a loved one
    - iv. Had close personal relationship with any victims(s)
    - v. Have history of depression or suicidal thoughts or attempts

### 3.5 Search and Rescue Team

The Search & Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be one to three Search & Rescue teams at a school. Each team must have four members. The Search and Rescue Team leader is responsible for directing team activities and keeping Operations informed of overall status.

#### Assignments

Search and Rescue Team Lead: [Edith Lara](#)

Alternate Team Lead: **Andy Hahn**

Search and Rescue Team 1 Members: **Tyler Shea**

Search and Rescue Team 2 Members: **Delton Davis**

Search and Rescue Team 3 Members: **Joshua Polanco**

Search and Rescue Team 4 Members; Angel Diaz

Location: Gather up by the bike rack

Search and Rescue Team duties include:

- Obtaining briefing from Operations and the Assembly Area Team, noting missing students and any other situations requiring response (Team Lead)
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 person per team (Team Lead)
- Updating teams' reports on site map and recording exact location of damage and triage tally (Team Lead)
- Thoroughly search assigned areas for children or adults left behind, injured, or deceased.
- Mark outcomes outside of doors.
- Evacuate survivors with mobility challenges.
- Evacuate injured to supervised area. Leave the deceased in rooms, until clear instructions from the Incident Commander are received.
- Report updates on location, number, and condition of injured or missing survivors to Command
- Work with Utilities Team to identify any hazards and seal off areas

Supplies and equipment for the Search & Rescue Team

- Walkie-talkies (1 per team)
- Master keys

- Map indicating search plan
- Search & Rescue backpack
- Search & Rescue gear:
  - Vest
  - Hard hat
  - Work gloves
  - Eye protection
  - Whistle with lanyard
  - Dust mask
  - Flashlight
- Bolt cutter
- Triage tags
- Pry bar
- Tape and marker
- First aid kit

Additional supplies for Search & Rescue Team Lead

- Two-way radios
- General office supplies
- Notebook containing the following:
  - School Emergency Operations Chart
  - Copies of School map
  - Emergency Response Team log

### **3.6 Security/Utilities Team**

The Security/Utilities Team will coordinate activities with Operations as required. The Safety/Utilities Team shuts down heating and air condition units, gas, power, and water supplies as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school security guards, campus aides, and members of the custodial and cafeteria staff.

#### **Assignments**

Security/Utilities Team Lead: **Cynthia Baez**

Alternate Team Lead: **Debbie Ortiz**

Location: **Gather up by the bike rack**

Security/Utilities Team duties include:

- Locking all external gates and doors
- Keeping students and staff out of the building, as necessary
- Assisting at Reunion Gate, as appropriate
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so

Supplies and equipment for the Security/Utilities Team

- Facilities manual
- Utility shut-off tools

- Master keys
- Two-way radio
- Vest, hard hat, gloves

### **3.7 Supply/Equipment Team**

Supply/Equipment Team is responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use.

#### **Assignments**

Supply/Equipment Team Lead: [Sara Worthington](#)

Alternate Team Lead: [Amy Llamas](#)

Location: By the emergency shed

Supply/Equipment Team duties include:

- Distributing emergency water and food supplies
- Estimating the number of persons requiring food/shelter/care
- Working with Planning/Intelligence to determine the length of time care will be needed
- Setting up sanitation stations
- Controlling conservation of water
- Determining supply/equipment needs for any persons with special needs

Supplies and equipment for the Supply/Equipment Team

- Two-way radio
- Access to emergency supplies bin
- Emergency food and water
- Sanitation supplies
- Campus map

### **3.8 Assembly Area Team**

Assembly Area Team ensures a safe, calm and orderly environment for our students in the student assembly area as they wait for reunification. Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report updates.

#### **Assignments**

Assembly Area Team Lead: [Nicole Tavera](#)

Alternate Team Lead: [Viridiana Estrada Mateo](#)

Assembly Area Team Member: Georgina Alaniz

Assembly Area Team Member: Theresa Norica

Assembly Area Team Member: Christian Hernandez

Assembly Area Team Member: Amanda Agnello

Location: **Black Top**

Specific Team duties include:

- Ensuring students are ordering and supervised so that they can be found quickly when parents arrive. Members are circulating around the children, ensuring they are being safe and meeting student expectations.
- Communicating with Operation to identify problems and report status.
- Assisting the Reunion Gate Team as needed

Supplies and equipment for the Assembly Area Team

- Two-way radio
- General office supplies
- Bullhorn
- School Emergency Plan
- Clipboard and pens

### **3.9 Request and Reunion Gate Teams**

#### **Request Gate Team**

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

#### **Assignments**

Request Gate Team Lead: Linda Baez

Alternate Team Lead: Diana Carlos

Request Gate Team Member: Karen DeLa Cruz

Request Gate Team Member:

Location: By the Whittier Gate on Whittier Blvd.

Request Gate Team duties include:

- Greeting and directing parents. Usage of large signs in multiple languages is suggested
- Checking identification
- Completing request slip for runners to take to Assembly area to escort students whose parents have come to claim them
- Directing parents to the Reunion Gate
- Communicating with Operations to identify problems, request additional personnel, and report status. (Lead)
- Manage collection of forms/logs to have readily available for Operations. (Lead)

Supplies and equipment for the Request Gate Team

- Keys to request gate
- Walkie-talkie
- Table, chair, office supplies
- Student emergency rosters
- Sign-out list

- Emergency reunification slips
- Sign making materials
- School Emergency Plan

### **Reunion Gate Team**

Reunion Gate Team is responsible for reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. Members of the Psychological First Aid team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the psychological First Aid team stay with the parent and assist them.

### **Assignments**

Reunion Gate Team Lead: [Stephanie Dominguez](#)

Alternate Team Lead: Erica Magana

Reunion Gate Team Member: Ashley Cervantes

Reunion Gate Team Member: Shayna Lopez

Location: By the Camulos gate

Reunion Gate Team duties include:

- Greeting parents/guardians
- Verifying authenticity of reunification forms
- Matching parent/guardian copy of the verification form to student's copy
- Confirming students recognize the authorized adult who is picking them up
- Storing all forms for recordkeeping
- Communicating with Operations to identify problems, request additional personnel, and report status. (Lead)

Supplies and equipment for the Reunion Gate Team

- Two-way radio
- Key to reunion gate
- Table, chair, and office supplies
- Student Emergency rosters
- Flashlights
- Back-up logs
- School Emergency Plan

Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents.

Suggested activities include:

- Cross-train other teams to assist. When Search and Rescue is complete, team members can assist with Reunification.

- Ensure there are enough supplies (pens, forms) for additional team members.
- Plan for how to re-organize Request Gate to divide parents into smaller groups - grade level.
- Sign making materials to allow for reorganization.

### 3.10 School Site Safety Team Chart

		Primary Staff	Alternate
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	Monica Madrigal	Sara Worthington
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	Brigitte Kaninda	Brenda Banuelos Stephanie Nunez
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates	Monica Madrigal	Sara Worthington
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	Brigitte Kaninda	Brenda Banuelos Stephanie Nunez
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	Elvia Flores	Susana Rivas-Monroy
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Cynthia Baez	Debbie Ortiz
Request Gate	Processes requests for student pickup.	Linda Baez	Diana Carlos
Reunion Gate	Reunites students and parents at Reunion Gate.	Stephanie Domniguez	Erica Magana
Logistics	Provides all incident support needs such as facilities, transportation,	Eyvett Arias	

	communication, supplies/equipment and food services; includes adjusting schedules and menus, as needed		
Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	Monica Madrigal	Sara Worthington
<p>*The designated Safety Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.</p> <p>This chart identifies the three members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence .</p>			
Administrator (Principal, Assistant Principal, or Administrative Designee	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, and safety planning	Monica Madrigal	Sara Worthington
Mental Health professional  For student suicide/threat risk assessment: psychiatric social worker, PSA counselor, School Psychologist.  For adult/employee workplace violence risk assessment: school mental health administrator.	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest and witnesses. Brings mental health and trauma expertise in working with students and families.	Brigitte Kaninda	Bertha Banuelos Stephanie Nunez

Law Enforcement: LAPD; LA County Sheriff's Department	Responds to situations of risk of violence to self or others. Assists with assessment and application/transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assist with identifying criminal background of person of interest.	Hollenbeck Police Station	
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**3.11 School Emergency Contacts Chart**

	Name	Preferred Number
School Leader	Monica Madrigal	323-806-1877
Assistant School Leader	Sara Worthington	323-516-2430
Dean	N/A	
School Business Operations Manager	Eyvett Arias	323-353-6542
SPED Lead	Viridiana Moreno	323-723-2884
School Counselor	Brigitte Kaninda	323-240-8781
School Psychologist	Arlene Ringor	323-383-3760

Title/Role	Name
Search and Rescue Team 1	Edith Lara
Team Lead	Andy Hahn
Member 2/Alternate Lead	Tyler Shea
Member 3	Joshua Polanco



Member 4	Delton Davis
Search and Rescue Team 2	Giselle Mejia
Team Lead	Angel Diaz
Member 2/Alternate Lead	
Member 3	
Member 4	
First Aid/Medical Team	Elvia Flores
Team Lead	Susana Rivas- Monroy
Member 2/Alternate Lead	Georgina Alaniz
Member 3	Theresa Norcia
Member 4	Amanda Agnello
Psychological First Aid Team	Brigitte Kaninda
Team Lead	Bertha Banuelos
Member 2/Alternate Lead	
Member 3	
Member 4	
Assembly Area Team	Amy Llamas
Team Lead	Sara Worthington
Member 2/Alternate Lead	
Member 3	
Member 4	
Request Gate Team	Linda Baez
Team Lead	Diana Carlos
Member 2/Alternate Lead	
Member 3	
Member 4	

Reunion Gate Team	Stephanie Dominguez
Team Lead	Erica Magana
Member 2/Alternate Lead	Shayna Lopez
Member 3	Ashley Cervantes
Member 4	
Supply / Equipment Team	Amy LLamas
Team Lead	Sara Worthington
Member 2/Alternate Lead	
Member 3	
Member 4	
Logistics Team	Eyvett Arias
Team Lead	
Member 2/Alternate Lead	
Member 3	
Member 4	

**3.12 Use of School Grounds for Mass Care**

Due to the nature of charter school facilities, we acknowledge that our school site is not necessarily ideal for use by public agencies in the event of an emergency. We believe our primary and most crucial duty to the community is to provide consistent, quality instruction and care to our students. In the event of a crisis severe enough to interrupt instruction, we will coordinate with emergency service providers, including the American Red Cross, to determine the most appropriate contribution to relief efforts.

**4. Training and Exercises**

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that team members, students, and parents understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Exercises may range from basic fire and lockdown drills to full-scale region-wide drills that realistically portray an emergency event and show the role the school plays in regional planning.

#### **4.1 Emergency Supplies and Equipment**

It is the responsibility of site administration to develop and implement plans to provide a supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in a centralized location: Emergency Shed by the black top

Emergency Supply Reference Guide can be found [here](#).

#### **4.2 Emergency Drills**

In order to be adequately prepared, emergency drills should be executed and documented in each school's emergency drill log.

##### **4.2.1 Fire Drill**

**Signal:** Practice fire drills are announced on our walkie talkies. Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the BOM.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take emergency backpack and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

##### **4.2.2 Earthquake Drill**

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

**Signal:** The signal for the drill is announced on our walkie talkies.

"Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow drop, cover and hold on procedures, which means you should be in

a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."

#### Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees; cover crown of the head with hands.
6. Stay in this position until the shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will practice drop, cover, and HOLD ON. After the shaking stops, proceed to the Assembly Area and line up in the designated space.

#### **4.2.3 Lockdown Drill**

Signal : A clear announcement will be sent on the walkie talkies. With a message similar to below.

"There is a dangerous person on our campus. Last known location of the intruder is ..... Please seek safety and hold this position until more information is shared."

#### Lockdown Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium, multi-purpose room, or nearest classroom.
3. Have students spread should be huddled or spread out in a way that conceals their presence the best and in the most protected areas in the room, and lock the door.
4. Have students face away from windows and keep their backs toward windows.
5. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
6. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.

#### **4.2.4 Shelter-In-Place Drill**

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

Signal: The signal for the "Shelter-In-Place" drill will be announced through our walkie talkies.

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

#### Shelter-in -Place Drill Procedures

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

#### **4.3 Preparation and Mitigation for Students with Disabilities**

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities (Special Education and General Education).

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

Lists of students with specific needs should be kept in the school Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid Team. Both of these teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. Additionally, teams should be aware and have on hand any needed supplies (i.e. diapering supplies, medication supplies, etc.) for students with disabilities.

## **5. Functional Annexes**

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

### **5.1 Notifications**

Response actions should be accompanied by the following notifications:

- 911
- School Success Team
- ParentSquare messages to parents and/or staff

### **5.2 Accounting for all Persons**

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

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

#### Accounting for all Persons Procedures

1. Teachers will take emergency backpack when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students and others as appropriate on attendance rosters and/or drill roster.
2. Designated team members will collect student rosters and/or drill rosters from teachers and submit them to the Incident Command Center.

### **5.3 All Clear**

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

#### All Clear Procedures

1. The Incident Commander (School Leader) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".

2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to KIPP SoCal Regional office and parents.
5. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

#### **5.4 Earthquake: Drop, Cover, and Hold On**

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

##### Drop, Cover, Hold On Procedures

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

#### **5.5 Evacuate Building**

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

##### Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and emergency backpack to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. 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. List missing students on the drill roster.
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the KIPP SoCal Regional Office and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## **5.6 Lockdown**

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

### **Lockdown Procedures**

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to communicate any missing students to the office.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.



5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will call 911 if necessary.
7. The Incident Commander will make appropriate notifications to the KIPP SoCal Regional Office and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **5.8 Relocation (Off-Site Evacuation)**

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

Relocation Procedures:

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (School Leader) will use other means of communication, i.e., sending messengers to deliver instructions. The School Leader should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their emergency backpack, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
2. The Incident Commander, with support from the KIPP SoCal Regional Office, will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take emergency backpack and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the KIPP SoCal Regional Office and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Reunification procedures from the off-site location.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **5.9 Reunification**

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

#### Reunification Procedures:

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location to be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

#### **5.10 Shelter-in-Place**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards.

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

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

#### Shelter-in-Place Procedures:

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (School Leader) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and

staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

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

## **6. Threat and Hazard-Specific Annexes**

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats and hazards.

### **6.1 Active Shooter/Gunfire**

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies: (1) continues to shoot others, (2) actively seeks or attacks others, or (3) has access to additional victims.

#### **6.1.1 Active Shooter Procedures**

1. Upon first indication of an active shooter, personnel should immediately notify the School Leader or designee, who becomes the Incident Commander.
2. The School Incident Commander (School Leader/designee) will initiate a Lockdown, the recommended appropriate emergency response action.

3. The School Incident Commander will call 911 and the KIPP SoCal Regional Office, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned security guard on campus, they shall be notified.

4. The School Incident Commander activates the Incident Command (ICS) Team. The Operations Coordinator will:

- Prepare a message for parents to be sent via the emergency notification system.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.
- Ensure that perimeter gates are secured and that all students, team members and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

### **6.1.2 Rapid Relocation Procedures**

1. The School Incident Commander will:

- Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
- Inform the KIPP SoCal Regional Office of the decision to leave campus and the destination. Keep the KIPP SoCal Regional Office updated with information about any students and staff who do not arrive at the designated relocation point.
- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
- Refer to steps 6-10 below for additional Incident Commander actions.

2. In response to the school's notification, the KIPP SoCal Regional Office will:

- Research the nature of the event by contacting LAPD, LAFD, LASD, and outside municipal law enforcement. Some events may be easily explained to the School Incident Commander, others may be more complex.
- Inform the School Incident Commander of what is known about the incident and, when possible, provide guidance to the School Incident Commander about the ongoing threat level to students and staff.

3. If security guards are on site, they will

- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Guards will communicate to the Incident Commander the names and locations of anyone found and assist in joining those separated with the rest of the school population.

4. The KIPP SoCal Regional Office will:

- Connect with the School Incident Commander in person, by phone or radio and

provide resources from that might include the following:

- o Dispatch the Regional Crisis Team to the school relocation point.
- o Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- o Send out a message to parents from the regional office with additional information.
- o Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the regional office.
- o Assist with reunification.

5. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.

6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.

7. All media inquiries will be referred to the KIPP SoCal Regional Office.

8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to create a report of the incident.

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

10. The School Incident Commander will debrief with staff and KIPP SoCal Regional Office.

#### **6.4 Biochemical/Hazardous Materials**

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

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

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

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

##### **6.4.1 Substance Released Inside a Room or Building Procedures**

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.

2. The Incident Commander will call 911 and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via the emergency notification system.
7. The Incident Commander will direct the Planning and Intelligence Team Lead to create a report of the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

#### **6.4.2 Substance Released Outdoors and Localized Procedures**

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911 and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of the emergency.
4. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via the emergency notification system.
7. The Incident Commander will direct the Planning and Intelligence Team Lead to create a report of the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant

should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.

9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.

11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.

12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

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

## **6.5 Bomb Threat/Suspicious Package**

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

### **6.5.1 Bomb Threat by Telephone Procedures**

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:

- Nature of threat on phone line
- Name of school
- Phone number of line receiving threat
- Name and contact information of staff member

2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Questions to gather and record information about the call.

Bomb Threat Questions include:

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

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as gender, age, accent, slurred/impaired speech, recorded/disguised voice, familiarity, irrational/coherent, background noise (office, outdoors, traffic).

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls the KIPP SoCal Regional Office who will advise the school. In most cases, the Regional Office will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in

consultation with the KIPP SoCal Regional Office, will determine the appropriate response action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

4. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via the emergency notification system.
8. The Incident Commander will direct the Planning and Intelligence Team Lead to create a report of the incident.
9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate response action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
12. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
14. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.

#### **6.5.2 Suspicious Package Procedures**

1. If a suspicious package or other object is found on or adjacent to campus, the School Leader should be immediately alerted.
2. The School Leader or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and handheld radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via the emergency notification system.
7. The Incident Commander will direct the Planning and Intelligence Team Lead to create a report of the incident.



8. The Incident Commander will consult with Law Enforcement and determine the appropriate response action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their emergency backpack and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.

## **6.6 Earthquake**

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

### **6.6.1 Earthquake during School Hours Procedures**

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

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

9. The Incident Commander will direct the Operations Coordinator to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the KIPP SoCal Regional office to determine additional actions that may be necessary.
13. The Incident Commander will contact the Facilities Team to ensure buildings are safe for re-occupancy.
14. Any damaged areas will not be reopened until the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## **6.7 Explosion/Risk of Explosion**

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

### **6.7.1 Explosion on School Property Procedures**

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On .
2. The School Leader or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate response actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via the emergency notification system.
9. The First Aid Team will check for injuries and provide appropriate first aid.
10. The Search and Rescue Team should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.

13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Facilities Team to ensure buildings are safe for reoccupancy. When safe to do so, the Facilities Team will conduct an inspection of school buildings.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **6.7.2 Risk of Explosion on School Property Procedures**

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate response actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the KIPP SoCal Regional Office of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via the emergency notification system.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

## **6.8 Fire**

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

### **6.8.1 Fire on School Grounds Procedures**

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

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The School Leader or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the KIPP SoCal Regional Office of the fire.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Search and Rescue Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via the emergency notification system.
11. If needed, the Incident Commander will notify the KIPP SoCal Regional Office to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the KIPP SoCal Regional office will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **6.8.2 Fire in Surrounding Area Procedures**

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

1. The School Leader or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate response action, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Operations Coordinator will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The Incident Commander will notify the KIPP SoCal Regional Office of the incident.

6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via the emergency notification system.
11. If needed, the Incident Commander will notify the KIPP SoCal Regional Office to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **6.9 Public Health Emergency**

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with the KIPP SoCal Regional office.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation. Healthy Habits to Reduce Public Health Emergency Impact Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Activate the School's Business Continuity Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes

for absent employees. Site administrators must consider how to carry on school operations without, for example, their Business Operations Manager, Operations Coordinator, Dean, or School Leader. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent. School sites are asked to cross-train on basic operations to fill in for missing co-workers.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have multiple means of communicating lesson content to students and parents.

Methods may include the following:

- Allowing students to take home books and class materials
- Posting lesson on school websites with materials
- Using the emergency notification system to message families
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

## **6.10 Utility Failure**

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

### **6.10.1 Loss of Water Supply Procedures**

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

1. Bathrooms- School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush". Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

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

2. Meal Serving Area -To keep the meal serving area open, RevFoods staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water

carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. Drinking Water- Drinking water can be addressed many ways. Students will usually have milk with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption.

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

- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

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

5. Other Concerns - The nurse or school personnel may also ask for water to wash hands. They may be able to use a waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for them to use or provide bottled water.

#### **6.10.2 Loss of Power Procedures**

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

1. Lights- Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage. Almost all schools have emergency lights on battery backup. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and has the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

2. Phone Systems- Each school has a fax machine on a separate, direct, outside line. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake,

these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

3. School Two-Way Radios- Schools may have a two-way radio system that allows the school to communicate with people on that campus. The radios will still operate during a power outage or when phone systems are down. Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4. Fire Alarms And Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

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

6. Food Service- The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through lunch, immediately contact the KIPP SoCal Regional Office. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Facilities Team may be able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

### **6.11 Heat Procedures**

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index is above 95°. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be Obeyed.

#### **Modifying Athletic Activities During Excessive Heat**

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

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.



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

#### Strategies for Preventing Heat Stress During the School Day

- Hold events indoors when possible.
- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - o Students with history of previous heat illness
  - o All current illnesses and/or health sensitive medical conditions
  - o Students who have experienced recent injuries

#### Forms

Crisis/Risk Management Forms

Risk Assessment Documentation

BOM Crisis Response Practice