



# Comprehensive School Safety Plan

**Alliance Marine – Innovation & Technology**

**6-12 Complex**

School Year 2018-19

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## Table of Contents

<b>Alliance College-Ready Public Schools</b>	3
Mission	3
Core Values	3
Creating the Optimal Student Learning Environment	3
<b>Compliance with Emergency Crisis Related Laws</b>	3
<b>Procedures to Ensure a Safe and Orderly Environment</b>	4
<b>State of School Culture</b>	4
<b>Programs and Strategies that Provide School Safety</b>	4
<b>Emergency Response Plan</b>	4
Incident Command Structure (ICS)	4
School Emergency Response Team	5
Campus Layout – Staging Areas and Evacuation Maps	13
Communication During Emergencies	15
Emergency Supplies	17
Emergency Drills	17
<b>Emergency Response Procedures</b>	19
Common Emergency Signals and Actions	19
Fire	20
Earthquake	21
Lockdown	22
<b>Other Emergency Procedures</b>	24
Armed Assault on Campus	24
Biological and Chemical Release	25
Bomb Threat	27
Explosion or Risk of Explosion	28
Student With a Weapon	29
Threat of Violence	31

Utility Loss of Failure	31
Motor Vehicle	32
Policy Activity in the Neighborhood	32
Evacuation of Disabled Students	33
<b>Appendix</b>	35
Appendix A: School-Specific Incident Command Structure	35
Appendix B: School-Specific Buddy List	<b>Error! Bookmark not defined.</b>
Appendix C: School-Specific Incident Command Posts	37
Appendix D: School-Specific Evacuation Maps and Staging Areas	38
Appendix E: School Site Emergency Contact List	<b>Error! Bookmark not defined.</b>
Appendix F: Evacuation Plan for Disabled Students	<b>Error! Bookmark not defined.</b>

## **ALLIANCE COLLEGE-READY PUBLIC SCHOOLS**

### **Mission**

The mission of Alliance College-Ready Public Schools “Alliance” is to open and operate a network of small, high-performing high schools and middle schools in low-income communities in California with historically under-performing schools, that will annually demonstrate student academic achievement growth, and graduate students ready for success in college.

### **Core Values**

Our five core values build a strong school culture where Alliance principals, teachers, staff, and parents work together to prepare students for success in college and future careers.

- 1) High Expectations for All Students
- 2) Small Personalized Learning Environments
- 3) Increased Instructional Time
- 4) Highly Qualified Educators
- 5) Parents as Partners

### **Creating the Optimal Student Learning Environment**

In order to realize our mission, we believe that having safe and secure schools is essential in creating the optimal student-learning environment. Alliance school employees are committed to prioritizing the safety and welfare of our students at all times.

As such, each school has a comprehensive school safety plan that delineates the roles and responsibilities of all school employees in emergency situations. The plan is organized according to the state’s Standardized Emergency Management System (SEMS) and is reviewed and updated annually by school and Home Office personnel. Training is conducted annually at the beginning of the school year and emergency drills and exercises are conducted throughout the school year. The plan is available in the school main office and available upon request.

### **COMPLIANCE WITH EMERGENCY CRISIS RELATED LAWS**

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

1. Katz Act (Sections 35295-35297) of the California Education Code (schools must plan for earthquakes and other emergencies)
2. Petris Bill (Section 8607 of the California Government Code) (school districts be prepared to respond to emergencies using the Standardized Emergency Management System, SEMS)
3. Safe School Plan (Section 35294.2 (b) of the California Education Code (development of disaster procedures, routine and emergency)

## PROCEDURES TO ENSURE A SAFE AND ORDERLY ENVIRONMENT

The overall objective of our safety plan is to create and maintain a caring and connected school climate and culture by focusing on people, programs and the school and its surroundings.

For this school year, our safety goals are to:

- 1) Ensure roles and responsibilities during emergency situations are clearly established, understood and communicated amongst school staff
- 2) Be equipped with the appropriate emergency supplies in the event of an emergency

## STATE OF SCHOOL CULTURE

Prior Year School Statistics	
Total Students Enrolled	527
ADA %	96.08%
Total Suspensions	15
Total Expulsions	0

This aforementioned data has been used to inform our school safety plan.

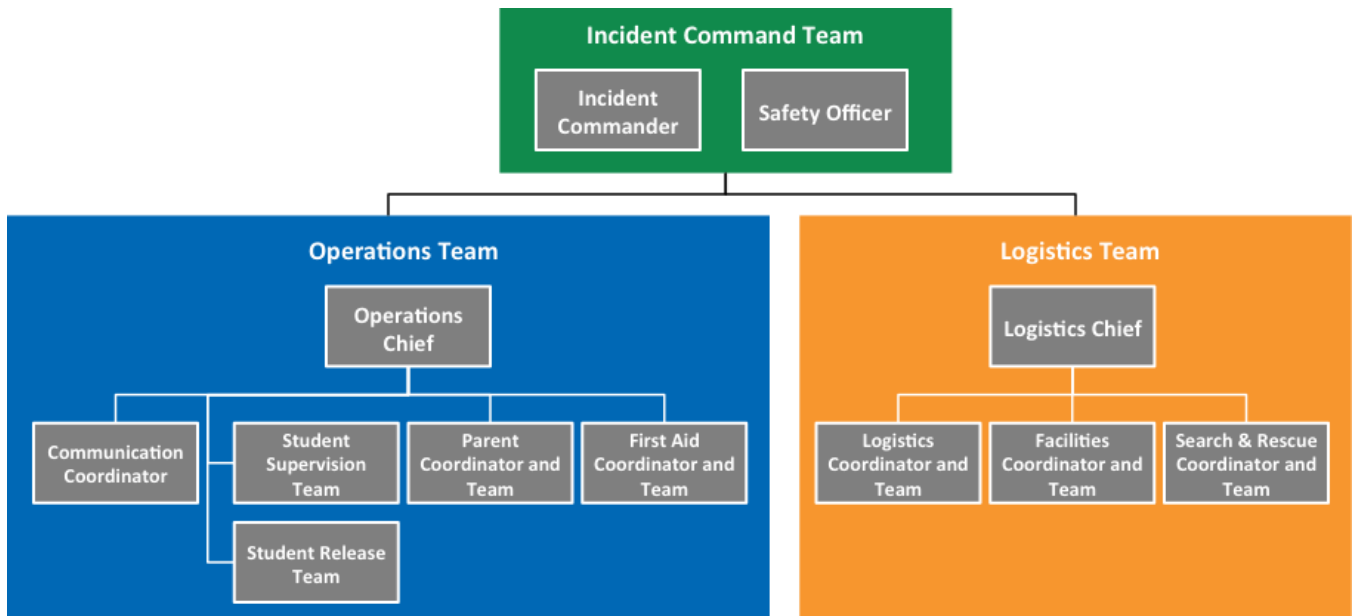
## PROGRAMS AND STRATEGIES THAT PROVIDE SCHOOL SAFETY

Alliance schools have many programs and policies/procedures to promote student and school safety. These items are updated annually and can be found in the school's parent student handbook, the school employee manual, via communication home to families at the beginning of the school year, or in each school's safety binder located in the main office. They can be made available upon request.

- Suspension and Expulsion Policy
- Harassment, Discrimination & Bullying Policy
- Child Abuse and Neglect Reporting Procedures
- Student Uniform Policy
- Procedures and Best Practices for Safe Ingress and Egress from School

## EMERGENCY RESPONSE PLAN

### Incident Command Structure (ICS)



See [Appendix A](#) for school-specific incident command structure for the current school year. Our school reviews this data from year to year to determine if safety-related changes are needed and/or if implemented changes are having a positive impact on school culture.

## School Emergency Response Team

### Selecting the Members of the School Emergency Response Team

The principal and school leadership team are responsible for assembling the School Emergency Response Team (SERT) and ensuring that they are trained.

### Who Should Be On The Team?

Staff members who are recognized within the school and who respond well to a crisis are good SERT candidates, as are people who are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. At least one of the SERT members should be a bilingual staff person. Also, including members who do not have supervisory duties or whose groups are not required during a specific emergency are important.

### Sample SERT Members

- Principal/Assistant Principal
- Dean/Director of Instruction
- School Operations Manager/Office Manager/Business Manager
- Counselors/Social Workers/Psychologist
- Custodians/Security Personnel
- Office Clerks and Campus Aides
- In-House Subs and Instructional Aides
- Special Education Coordinator
- IT Coordinator
- School Resource Officers

## **How Many People Should Be On The School Emergency Response Team?**

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

*NOTE: The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.*

## **The Roles of the Members of the School Emergency Response Team**

### **COMMAND TEAM**

#### ***Incident Commander (IC)***

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

#### Responsibilities:

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

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

#### ***Safety Officer***

Job Description: Responsible for monitoring all safety decisions made by the IC, Operations and Logistics Teams.

#### Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.

3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.
5. Safety Considerations:
  - Are people performing out of role or responsibility?
  - Is there enough manpower available to perform the prescribed tasks?
  - Are the prescribed tasks being performed properly (such as proper lifting techniques)?
  - Is appropriate personnel protection equipment (PPE) being used?

## **OPERATIONS TEAM**

### ***Operations Chief***

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

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Campus Check and Security
4. Coordinate School Emergency Response Team response
5. Coordinate Medical Aid
6. Coordinate Student Care
7. Coordinate Student Release
8. Coordinate mental health counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff

Buddy System:

Teachers and staff occupying rooms listed together will check to make sure the other teachers and staff are not injured before the rooms are evacuated. In the event a teacher is injured, the students will be evacuated by a “buddy” teacher, or if a “buddy” teacher needs to remain to administer first aid the teacher in the adjoining room will evacuate the students.

See [Appendix B](#) for school-specific Buddy List for current school year.

### ***Communications Coordinator***

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community
2. Establish a media information center
3. Provide press briefings and news releases as appropriate
4. Obtain copies of all media releases and post them in the Command Post for review
5. Prepare information summary on media coverage for SERT personnel
6. Arrange for meetings between news media and incident personnel as directed by the IC
7. Coordinates press conferences



8. Prepares information for distribution to parents and students
9. Coordinates with the City/County PIO, if appropriate
10. Maintain a log of all activities

### ***Student Supervision Team***

Job Description: Remains with and supervises students.

Responsibilities:

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

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

### ***Student Release Team***

Job Description: Release students to authorized adults.

Responsibilities:

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

Procedures for releasing students:

1. Parent or guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up
2. Check the emergency cards to verify the adult is authorized, and the student(s), may be released to that person
3. Complete an Emergency Release Form/Card and provide to runner to retrieve student from teacher or student holding area
4. Bring student to release point (use runners)
5. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus
6. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point
7. If using triage tags, any student having a triage tag should have one of the serial numbered corners removed from the tag and attached to release team documentation

Procedures for teachers when releasing students:

1. Verify Emergency Release Form/Card has been completed
2. Sign and maintain Emergency Release Form in the teacher's emergency binder
3. Release student to parent pick up station (via runner) and remove name from class list

Procedures for adults when picking up student(s):

1. Proceed to student release station at the evacuation site

2. Fill out and sign release form/log as soon as teacher/adult in charge is available
3. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released

Note: It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.

### *Parent Coordinator*

Job Description: Liaison with the parents on site.

Responsibilities:

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

### *First-Aid Coordinator*

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Triage all victims (injured parties)
2. Provide emergency first aid
3. Keeps log of status of the victim(s) and all aid administered
4. Keep Logistics Coordinator updated on status of victim(s) and status of first aid supply inventory
5. Update First Responders, upon arrival at the scene

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

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

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

7. If necessary, will set up a Casualty Collection Point and Morgue

## **LOGISTICS TEAM**

### **Logistics Chief**

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

Responsibilities:

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

### **Logistics Coordinator**

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or First-Aid Coordinator).

Responsibilities:

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

### **Facilities Coordinator**

Job Description: Secure the school campus and all buildings.

Responsibilities:

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

### **Search & Rescue Coordinator**

Job Description: Manage the search efforts.

Note: Members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties, into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.
  - Helpful Hint: Color code the school site map into search areas and distribute maps to Search Team. This will help to ensure all areas that individual Search Teams are responsible for are covered (i.e., bathrooms, storage areas, closets, etc.)
4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

Responsibilities for Search Team in the event of a fire:

Members of Search Team should act as Floor Wardens in the event of a fire.

Floor Warden (one for every floor)

1. Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system
2. Act as 'supervisor' of the area under their direct control
3. Receive and dispatch information/ instructions and oversee evacuation of occupants from their area
4. Ensure every disabled person has staff assigned to him or her who stays with them
5. Report the location of these persons to the Fire Department upon their arrival

Assistant Floor Warden (one for every floor)

1. Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit
2. Listen for any new information and if questions arise, get direction from Floor Warden
3. Take no action without checking with the Floor Warden, except in extreme circumstances

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

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

1. Conduct a pre-established search pattern of the school buildings and property  
Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

Procedures for Searching a Room:

- a. Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched.
  - b. The team will search the room in a clockwise direction.
  - c. When the room has been searched and cleared, the team will place a second piece of tape so that a large 'X' will indicate that the room has been cleared by the team.
2. Bring the emergency containers to the evacuation site
  3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed
  4. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

Responsibilities for Search Team in the event of a missing person (staff, student, volunteer, etc.):

1. The Search Team Coordinator will collaborate with leads of other teams (i.e. Operations Team, Student Supervision Team) to identify missing persons.
2. The Search Team shall not enter unsafe buildings/areas against the advice of emergency response personnel.
3. When searching for missing persons, the search team should first start in the area of the person's last known whereabouts.

## Campus Layout – Staging Areas and Evacuation Maps

### Incident Command Post Locations

Each school shall designate locations on and off site that can accommodate functions during an emergency. The functions of each command post location are described below and you can reference [Appendix C](#) for school-specific incident command post locations.

#### **Primary Command Post**

The Primary Command post is always the main office.

- The Secondary Command Post will only be used if the Primary Command Post is inaccessible (i.e. hostage situation, explosion, etc.)
- The off-site Command Post is to be used when the Primary and Secondary Command Posts are not feasible for use (i.e. full site evacuation)

#### **Secondary Command Post**

The Secondary Command Post must meet the following criteria:

1. Reasonably safe access without passing the Primary Command Post
2. Ability to house 8-10 adults
3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system
4. An emergency response kit should be kept in both the Primary and Secondary Command Posts, as well as emergency contact information for both students and staff

#### **Off-Site Command Post**

The Off-Site Command Post must meet the following criteria:

1. Reasonably safe area
2. Ability to accommodate 8-10 adults with limited distractions
3. Communication system (telephone)
4. A portable emergency kit should be brought to the Off-Site Command Post

#### **Primary Evacuation Location**

Identify an area that can serve as the primary evacuation point. This area should have safe passage (free from power lines, bridge, and underpasses).

#### **Secondary Evacuation Location**

Identify a secondary evacuation point that is safely accessible when the primary location is not available.

#### **Media and Parent Staging Location**

Identify an inside area and an outside area where media and parents can congregate during an emergency that is away from the affected area and separate from the student's evacuation site when possible.

#### **Medical / First Aid Location**

Identify an inside area and an outside area that can serve as the central point to triage and treat injuries.

#### **Emergency Maps**

Maps of the interior of all buildings, exterior of school grounds and aerial photos are essential to develop an emergency evacuation plan. In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

## School Floor Plan

School floor plans should be attached to this School Emergency Response Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Response Plan.

### 1. Evacuation Sites and Routes

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. First Aid and Emergency Supplies

### 2. Identify the Emergency Operations at your evacuation site. This map should include the following:

- a. Command Post
- b. First Aid Station
  - i. Triage
  - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

### 3. Aerial Maps

These maps will identify additional threats and resources surrounding your facility.

See [Appendix D](#) for school-specific evacuation maps and staging areas.

## Communication During Emergencies

During an emergency, it is important to know the different sources of communication for schools and families to report and receive updates related to the situation.

### Emergency Resource List

School Name: Alliance Marine – Innovation & Technology 6-12 Complex	<u>School Leader</u> : Jonathan Tiongco
School Address: 11933 Allegheny St., Sun Valley, CA 91352	<u>Phone Number</u> : (310) 403-4607
School Phone Number: (747) 223-2649 (MS) (747) 223-2767 (HS)	<u>School Operations Leader</u> : Priscilla Cartin
School Fax Number: N/A	<u>Phone Number</u> : (323) 899-5010
School Website: <a href="https://www.alliancemit.org">https://www.alliancemit.org</a>	<u>School Safety Point of Contact</u> : Priscilla Cartin
<a href="#">Appendix E</a> : School Emergency Contact List (staff only)	<u>Phone Number</u> : (323) 899-5010

### Alliance-Approved Media Contacts

Primary: Catherine Sutor Chief Communications & Development Officer Office: (213) 943-4930 x1036 Cell: (424) 264-3432 Email: <a href="mailto:csutor@laalliance.org">csutor@laalliance.org</a>	Back up: Zainab Ali Chief of Staff Office: (213) 943-4930 x1092 Cell: (949) 861-1308 Email: <a href="mailto:zali@laalliance.org">zali@laalliance.org</a>
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Emergency		Utilities	
Emergency	911	Electrical Company Emergencies	(800) 342-5397
24-Hour LA Emergency Management Agency	(213) 978-0517	Gas Company Emergency Number	(800) 427-2200
		Water and Sewer Emergency	(800) 342-5397
		Telephone Company	(833) 694-9259
		Department of Public Works (Water Emergencies)	(213) 739-5200
Non-Emergency Numbers			
Local Precinct	(818) 756-8861	American Red Cross	(310) 445-9900



LA County Sheriff	(323) 264-4151	Traffic Signal	(213) 580-1177
LA Fire Department	(818) 756-8677	Poison Control Center	(800) 222-1222
Los Angeles County Health Department	(323) 846-4220	Child Abuse Hotline	(800) 540-4000
Department of Mental Health (Access Helpline)	(213) 974-0515	Department of Children's Services	(323) 965-7060
Los Angeles Animal Shelter and Animal Issues (24-hours)	(888) 452-7381	AAA Protective Security	(213) 536-4583
Tri-Signal Fire Alarm Company	(800) 975-2405	Tri-Signal Burglary Alarm Company	(877) 348-6191
<b>Local Hospitals</b>			
Pacifica Hospital of the Valley	(818) 767-3310	Valley Presbyterian Hospital	(818) 782-6600
<b>Radio Stations</b>			
24-Hour Emergency Broadcast	850 kHz	24-Hour National Weather Service Broadcast	162.4 - 162.5

**With Families**

Primary source of communication between schools and families in the event of an emergency will be via an automated phone service (e.g. BlackBoard, Parent Square, etc.), when available. Schools will collect updated information on an annual basis; however, it is the responsibility of the parents/guardians to ensure that emergency contact information is ALWAYS kept up to date. It is recommended that schools also maintain emergency contact information for staff members, in the event communication with their families is required.

When automated phone service is not available due to technical failures or widespread outages, the school will contact the Home Office so that communication to the parents can be sent centrally.

**With Alliance Home Office and other Agencies**

The school will communicate with the Home Office by phone or email. The School will also contact the Los Angeles Police Department/City of Los Angeles Emergency Operations Center as needed.

**With Media**

All media inquiries should be forwarded to the Alliance's Chief Communications and Development Officer, Catherine Suitor at (213) 943-4930 x1036 / (424) 264-3432 or [csuitor@laalliance.org](mailto:csuitor@laalliance.org). (Back up: Zainab Ali, Chief of Staff, (213) 943-4930 x1092/ (949) 861-1308 or [zali@laalliance.org](mailto:zali@laalliance.org))

NOTE: **DO NOT** confirm or deny statements or inquiries made by the media and **DO NOT** release the names of

any students or employees.

**Within School**

*A variety of methods will be employed to ensure effective communication during an emergency, including:*

***School-wide Communication***

*Intercom system, bells, alarms, designated communication personnel to shuttle messages*

***Communication with Teachers & Staff***

*Phone Tree, text, radios for critical team members, Signals (red/green)*

**Emergency Supplies**

Each Alliance School will maintain 72 hours worth of emergency supplies. Emergency supplies can be found in a centralized storage space at each school in addition to emergency buckets, backpacks, and rosters in each classroom.

**Emergency Drills**

Preparation is the key to the execution of an effective response to emergencies. Emergency drills help prepare students and staff to respond quickly, calmly and safely.

The objectives of the drills are to:

- Provide students and staff an opportunity to practice emergency procedures in a simulated but safe environment
- Determine if staff understand and can carry out emergency duties
- Evaluate the effectiveness of evacuation / lockdown procedures and determine necessary changes or adjustments to procedures to improve performance

Each school year, Alliance schools comply with the following CA Education Code requirements to determine the recommended number of drills to hold. (At the discretion of the principal, the school may decide to conduct additional drills as well.)

<b>Earthquake Drills</b>	A drop procedure practice [earthquake drill] shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools. (California Education Code 35297)
<b>Fire Drills</b>	Every person... managing, controlling, or in charge of any public...school... shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year. (California Education Code 32001)

**Alliance's Recommended Drill Schedule**

**Middle School (Grades 6-8)**

<b>Drill Type</b>	<b>Requirement</b>	<b>Number of Drills</b>	<b>Frequency</b>
Earthquake	Required	2 drills	1 per semester
Fire*	Required	4 drills	2 per semester
Lockdown	Required	1 drill	1 per year
<b>TOTAL:</b>		<b>7 drills</b>	

**High School (Grades 9-12)**

<b>Drill Type</b>	<b>Requirement</b>	<b>Number of Drills</b>	<b>Frequency</b>
Earthquake	Required	2 drills	1 per semester
Fire	Required	2 drills	1 per semester
Lockdown	Required	1 drill	1 per year
<b>TOTAL:</b>		<b>5 drills</b>	

**Span Schools or Co-located Schools (Grades 6-12)**

- Alliance span schools or schools on co-located campuses must coordinate emergency drills and evacuation areas.
- For Alliance schools that are co-located with LAUSD schools, Alliance schools will follow the LAUSD co-located school's requirements and drill schedule.

## EMERGENCY RESPONSE PROCEDURES

### Common Emergency Signals and Actions

All schools and facilities will use the following signals in responding to an emergency. The Principal or designee will make the following announcement on the PA system. If the PA system is not available, the Principal or designee will use other means of communication, such as messengers to deliver instructions.

Incident	Description	Signal
Fire	Fire	Verbal Command or Fire Alarm System (bells will only be used with a fire)  <i>"Your attention please...please evacuate all buildings. Evacuate all buildings. Teachers and students are to evacuate to their designated assembly area. Lock doors as you are exiting. Evacuate all buildings."</i>  <i>"Your attention please...off-site evacuation. Off-site evacuation. Teachers and students report to off-site assembly area. Lock doors as you exit. Off-site evacuation."</i>
Earthquake (Duck, Cover & Hold)	Threat requiring the protection of the body (i.e., earthquake)	Verbal Command  <i>"Your attention please. Duck, cover and hold on. Duck, cover and hold on."</i>
Lockdown (Soft) - RESPONSE	Crisis that activates the SERT but instruction can continue with minor interruption	Verbal Command  <i>"Your attention please. We are locking down the campus. All students and teachers safely get to your classrooms or closest classroom and lock the doors and cover outside windows. This is not a drill."</i>
Lockdown (Hard) – NO RESPONSE	Most severe threat to the school. Does NOT activate the SERT because threat is too dangerous. There should be no movement until instructed by administrator or law enforcement. Is used in one of the following scenarios: <ol style="list-style-type: none"> <li>1. Shots being fired</li> <li>2. Gunman in the building</li> <li>3. Hostage situation</li> </ol>	
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.  External threats such as airborne contaminant or wildfire.	Verbal Command  <i>"Your attention please. Shelter in place. Shelter in place. Students and staff are to remain inside the building away from outside air with windows closed and doors securely closed and air conditioning units turned off. All students and staff who are outside, are to immediately move to the protection of an inside room."</i>
All Clear	Signals that the crisis/emergency has ended	Verbal Command  <i>"Your attention please. All Clear. All Clear. All Clear. It is now OK to resume normal school activities. Thank you all for your cooperation."</i>

## Fire

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

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

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

### **General Fire Safety**

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

### **Passage and Aisle Widths**

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

### **Turning off the Fire Alarm System**

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

### **Fire Procedures**

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
3. The IC is to be notified immediately
4. Members of the Search Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:
    - Red Card - Missing Students/Need Assistance
    - Green Card - All Students Present

6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. First aid is rendered as necessary
8. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible, and exit the building immediately.
9. Access roads are kept open for emergency vehicles
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures
11. Students and staff will not return to the school building until fire department officials declare the area safe

### **Fire Near School**

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

### **Burning Clothes**

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

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

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

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

## **Earthquake**

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration.

### **When inside a building, stay inside**

1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.
  - a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls.
  - b. With one arm, HOLD on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you; be prepared to move with it.
  - c. Rest your head on one arm and place your other arm over the base of the head and neck.
2. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

### **When outdoors, stay outside**

1. Move away from buildings and overhead structures

2. Drop to the ground on your knees and make the body as small as possible
  - a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
  - b. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.
3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures

### **Walking to or from school facilities**

If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

### **Teacher responsibilities during the evacuation**

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom (search & rescue team members or first responders will remove injured students/staff). Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary
6. Door is to be left open during an earthquake disaster

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate ‘alert card’ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.

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

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

## **Lockdown**

The purpose of a Lockdown signal is to provide the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted. Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two lockdown signals.

### **Lockdown – Soft (Response)**

Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the searching of the school for stray children and guests. Teachers will follow the same procedures as they would for a LOCKDOWN - HARD except there is no need to move children away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lockdown signal should never be used for fire/explosion or weather emergency. These events have their own signal and should not be confused with Lockdown situations.

### **Lockdown Response Office Procedures**

1. Page all classrooms and declare a "Lockdown Response"
2. Record time incident or report was received – write a brief statement about incident. Record time that classrooms were paged and time doors were locked
3. Call 911 (if necessary) – Record Time
4. Call family (if necessary) – Record Time
5. Ensure there is someone to greet family and provide support – record time family arrives
6. Determine if student has siblings at the school – call for all siblings to report to determine secure location (if necessary) – Record Time
7. Gather students belongings (if necessary) – Record Time
8. Call Alliance Home Office Operations – tell them about the situation – Record Time
9. Record when search team leaves to do first sweep and when they return with their report
10. Record when search team leave to collect attendance and when they return
11. Record when emergency responders arrive (if necessary) and when they leave
12. Record any information received from site coordinators about incident
13. Page all classrooms and declare "All Clear" and record time
14. Send search team to each room ensure all know an "All Clear" has been declared

### **Lockdown – Hard (No Response)**

Is used when:

1. Incident Commander feels that it's necessary, or;
2. there is an active threat in/at the school, or;
3. there are shots being fired, or;
4. there is an active threat outside the school, or;
5. there is a hostage situation

These situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close and lock their classroom doors, turn off lights, shut the blinds and drop down to the floor. Teachers should make a list of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the LOCKDOWN – HARD is declared, move the children away from windows (if



possible) and have everyone sit on the floor. All room occupants should be huddled or spread out in a way that conceals their presence the best. They remain in this position until directed to do otherwise.

Students who are not under direct supervision of an adult when the LOCKDOWN – HARD signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in either location, they should go to the nearest classroom and follow the teacher's instructions.

Teachers should not open the door to your classroom under ANY circumstances until directed by the administrator or law enforcement.

## OTHER EMERGENCY PROCEDURES

### Armed Assault on Campus

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

#### Procedure

1. Upon first indication or armed assault, school personnel immediately call 911. School site Police Officer is notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lockdown Procedures
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lockdown, staff will:
  - a. Explain that there is an emergency
  - b. Lock all classroom doors
  - c. Have students lie on floor, behind or underneath solid objects
  - d. Close blinds stay away from windows
  - e. Control all cell phone activity
  - f. Remain in classroom until personally advised to move by administration or law enforcement
7. If students are not in class at time of Lockdown, staff will:
  - a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
  - b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside
  - c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene
11. Staff is not to act upon bells or PA messages without this personal notification

## Biological and Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

### **Scenario 1: Substance Released Inside a Room or Building**

#### **General Procedures**

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

#### **IC Responsibilities**

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

#### **Teacher/Staff Responsibilities**

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

#### **First Aid Team**

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

4. Provide additional medical attention as needed

## **Scenario 2: Substance Released Outdoors and Localized**

### **General Procedures**

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

### **IC Responsibilities**

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

### **Teacher/Staff Responsibilities**

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

### **First Aid Team**

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

## **Scenario 3: Substance Released in Surrounding Community**

### **IC Responsibilities**

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

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

### Teacher/Staff Responsibilities

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

### **Bomb Threat**

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

### General Procedures

1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, location placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement and flyer to inform parents

### IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If threat is deemed valid:
  - a. Call 911 – advise building is being evacuated because of a bomb threat
  - b. Activate SERT
  - c. Turn off school bell system
  - d. Don't use PA system
  - e. Turn off all two-way radios
3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school  
**NOTE: Do not utilize the fire alarm system to evacuate the building**

### Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with emergency back pack
3. Maintain control of students and advise SERT of any missing children
4. Do not re-enter the building until directed to do so by a SERT member or someone in authority

### **Device Found**

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

### IC Responsibilities

1. Upon notification of a device found:

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

### **Teacher/Staff Responsibilities**

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

### **Explosion or Risk of Explosion**

This section addresses four possible scenarios involving an explosion or risk of explosion:

- |             |   |
|-------------|---|
| Scenario 1: | Explosion on school property  |
| Scenario 2: | Risk of explosion on school property  |
| Scenario 3: | Explosion or risk of explosion in a surrounding area  |
| Scenario 4: | Nuclear blast or explosion involving radioactive materials<br>(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout) |

It is important to first determine which scenario applies and then implement the appropriate response procedures.

### **Scenario 1: Explosion on School Property**

#### **General Procedures**

1. Call 911
2. Initiate Duck, Cover and Hold procedures
3. Consider the possibility of another imminent explosion and take appropriate action
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lockdown or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors

9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff
11. Limit the use of electronic and motorized devices – no open flames
12. Attempt to suppress fires with extinguishers
  - Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

### **Scenario 2: Risk of Explosion on School Property**

#### **General Procedures**

1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

#### **General Procedures**

1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

#### **General Procedures**

1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

### **Student With a Weapon**

#### **General Procedures**

**NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (Lockdown– Hard).**

*In all other situations:*

1. Notify the IC

2. Assess information
3. Keep calm until assistance arrives
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun)

### **IC Responsibilities**

1. Call 911
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search
5. Turn all weapons over to the police

### **Teacher/Staff Responsibilities**

1. Upon being made aware of the presence of a gun in school, notify the IC
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class

### **Procedures for Dealing with Intelligence Regarding Weapons**

*Student has a Weapon, not on their Person, such as a locker or an empty classroom.*

1. Isolate the area.
  - a. Remove all students and non-essential adults from the area to be searched
  - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted
  - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
  - a. If the scanner is activated, carefully conduct a pat down search of the belongings
  - b. Safely secure all weapons and contraband found
  - c. Contact the police and turn over ALL weapons
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c

*Student has a Weapon on their person (intelligence – weapon has not been confirmed).*

### **IC Responsibilities**

1. Call 911
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.

3. Wait for police officer(s) to conduct search
4. Turn all weapons over to the police

## Threat of Violence

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

### General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat
2. The Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The Leadership Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
  - Category 1: High violence potential; qualifies for arrest or hospitalization
  - Category 2: High violence potential; does not qualify for arrest or hospitalization
  - Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The Leadership Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## Utility Loss of Failure

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

### General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a



fire.

6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

## Motor Vehicle

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the Biochemical or Chemical Release section.

### General Procedures

1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid

## Policy Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site which constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stakeouts, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

### General Procedures

1. Stay calm
2. Move away from the threat and notify the IC
3. Account for all students in your charge

### IC Responsibilities

1. Issue a Lock down-Response (or a Lock Down – No Response if your campus has open hallways)
2. Call 911
3. Secure the building
4. Take attendance
5. Students and staff will remain indoors until the All Clear signal is given

6. Be prepared to keep students at school until police have cleared the area

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER and HOLD. If you have students with you, first direct the students to do the same. If the situation permits, make note of as many details as possible, such as:

VEHICLE	PERSON(S)
<ul style="list-style-type: none"> <li>● License plate number</li> <li>● Type of vehicle (Make and model)</li> <li>● Color of vehicle</li> <li>● # Doors of vehicle</li> <li>● Damage to vehicle</li> <li>● Modifications to vehicle</li> <li>● Occupants (number and ethnicity)</li> <li>● Weapons (type and number)</li> </ul>	<ul style="list-style-type: none"> <li>● Gender</li> <li>● Height</li> <li>● Weight</li> <li>● Color of Hair</li> <li>● Clothing (type and color)</li> <li>● Weapons (type and number)</li> <li>● Ethnicity</li> <li>● Age</li> </ul>

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

## Evacuation of Disabled Students

### **General Procedures**

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

*Options include:*

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

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

### **Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan**

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

The Site Administrator must:

1. Identify students or staff needing evacuation assistance
2. Develop an evacuation plan for each student or staff member
3. Post a list of these individuals and their evacuation plan on the Fire Panel
4. Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
5. Inform the classroom teacher of each student or staff member of the evacuation plan

## 6. Inform students and parents of the evacuation plan

### **Evacuation of Wheelchair-Confined Individuals**

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

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
  - Chair carry
  - Fore-and-aft carry
  - Two-handed and four-handed seats.
  - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

See [Appendix F](#) for individual evacuation plans for identified disabled students.

## APPENDIX

### Appendix A: School-Specific Incident Command Structure

Incident Command Role	Lead	Alternate		
<b>Command Team</b>				
Incident Commander	Jonathan Tiongco	Nicolas Mikolenko		
Safety Officer	Priscilla Cartin	Josephine Pineda		
<b>Operations Team</b>				
Operations Chief	Leticia Perez	Lilit Baghdasaryan		
Student Supervision Coordinator	Jose Cambero	Erick Carlstone		
Student Release Coordinator	Lilit Baghdasaryan	Brenda Valle		
Parent Coordinator	Carlota Silvas	Georgina Vallejo		
First Aid Coordinator	Jennifer Zesati	Jasmine Aranda		
First Aid Team (4)	DirectEd Nurse	Lupita Acuna		
	Jasmine Aranda	Gabriela Banuelos		
	Brenda Valle	Luz Ontiveros		
	Karla Maltez	Madeline Hernandez		
<b>Logistics Team</b>				
Logistics Chief	Priscilla Cartin	Josephine Pineda		
Logistics Coordinator	Priscilla Cartin	Josephine Pineda		
Facilities Coordinator	Alberto Zelaya	Maria Solares		
Search & Rescue Coordinator	Priscilla Cartin	Jose Cambero		
Search & Rescue Team (4)	Cynthia Medrano (HS)	Madeline Hernandez (HS)		
	Daniel Hernandez (MS)	Gabriela Banuelos (MS)		
	Leonardo Perlera (MS)	Luz Ontiveros (MS)		
	Jonathan Salmeron (HS)	Lupita Acuna (HS)		
Floor Warden (1 <sup>st</sup> fl)	Leonardo Perlera (MS) Jonathan Salmeron (HS)	Luz Ontiveros (MS) Lupita Acuna (HS)		
Assistant Floor Warden (1 <sup>st</sup> fl)	Luz Ontiveros (MS) Lupita Acuna (HS)	Shea Huffman (MS) Melody Flores (HS)		
Floor Warden (2 <sup>nd</sup> fl)	Daniel Hernandez (MS) Cynthia Medrano (HS)	Gabriela Banuelos (MS) Madeline Hernandez (HS)		
Assistant Floor Warden (2 <sup>nd</sup> fl)	Gabriela Banuelos (MS) Madeline Hernandez (HS)	Jorge Custodian (MS) Jose Leon (HS)		
Floor Warden (3 <sup>rd</sup> fl)	N/A	N/A	N/A	N/A
Assistant Floor Warden (3 <sup>rd</sup> fl)	N/A	N/A	N/A	N/A

## Appendix B: School-Specific Buddy List

### Middle School

Group	Classroom A Room #	Classroom B Room #
1	M101	M102
2	M103	M105
3	M104	M107
4	M106	M108
5	M201	M202
6	M203	M205
7	M204	M207
8	M206	M208

### High School

Group	Classroom A Room #	Classroom B Room #
1	H101	H102
2	H103	H106
3	H104	H105
4	H108	H109
5	H107	H110
6	H201	H202
7	H203	H204
8	H205	H207
9	H210	H211
10	H209	H212

## Appendix C: School-Specific Incident Command Posts

Required Command Post	School's Designated Location
Primary Command Post	Blacktop (In front of MPR)
Secondary Command Post	Bike Racks (MS Side)
Off-Site Command Post	Sun Valley High School
Primary Evacuation Location	Blacktop
Secondary Evacuation Location	Sun Valley High School
First Aid Area (on-site)	MPR (If safe to use)
First Aid Area (off-site)	Sun Valley High School
Media Staging Area (on-site)	High School Quad
Media Staging Area (off-site)	Sun Valley High School
Parent Staging Area (on-site)	Middle School Quad
Parent Staging Area (off-site)	Sun Valley High School

## Alliance MIT 6-12 Complex

Campus Through Access Map (Access Between East & West Campus)

