IVY ACADEMIA

TK-12 ENTREPRENEURIAL CHARTER SCHOOL

“Educating Our Next Generation of Entrepreneurs”

COMPREHENSIVE SCHOOL SAFETY PLAN
2018-2019 SCHOOL YEAR

ELEMENARY CAMPUS
Woodland Hills Site • Grades TK – 5
5461 Winnetka Ave
Woodland Hills, CA 91364
T 818-716-0771 • Fax 818-348-8339

JR/SR HIGH SCHOOL CAMPUS
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INTERNET
Joe Herzog • Executive Director
Comprehensive School Safety Plan

Ivy Academia Entrepreneurial Charter School

Joe Herzog, Executive Director
7353 Valley Circle Blvd.
West Hills, CA 91304
818-716-0771
herzogj@ivyacademia.com

A meeting for public input was held on February 21, 2018

Plan Revised February 21, 2018

Plan approved by (Ivy Academia Board of Directors) for review
February 22, 2018

This document is available for public inspection during regular business hours at the Business Office.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet. (CDE has advised us that the Public Inspection form of this report is subject to the California Public Records Act. As such districts should confer with legal counsel to develop procedures for complying with requests for copies of the plan.)
Ivy Academia Entrepreneurial Charter School
Comprehensive School Safety Plan - Signature Page
2018-2019

The undersigned members of the Ivy Academia School-Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Mike Murphy, Deputy Executive Director
03/1/2018

Charlene Guss, UTLA Representative
3/1/2018

Blanche Caldamez, Parent
3/1/2018

Antonio Cuevas, Classified Employee Representative
3/1/2018
The Comprehensive School Safety Plan Overview

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. The CSSP is to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council as well as to the Ivy’s governing board. The CSSP applies to staff, students, and guests. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedure for complying with existing laws related to school safety.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Joe Herzog  
Executive Director  
7353 Valley Circle Blvd  
West Hills, CA 91304  
(818) 716-0771  
herzogj@ivyacademia.com

General School Information

School Profile

Ivy Academia is the work of a team of parents, educators, and business professionals who have the desire and experience in educating our next generation of entrepreneurs. As an entrepreneurial focused school, our teachers and students integrate the National Entrepreneurial standards across all curricula. This allows for rigorous lessons with real world applications.

Safe School Mission

Ivy Academia is dedicated in providing students, staff and guests a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for students conduct, responsible behavior, and respect for others.
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A. Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to submit a report (see Student Child Abuse Report) to be completed online at https://mandreptla.org/ within thirty-six (36) hours of receiving the information concerning the incident.

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

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of the Personnel Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.
**SUSPECTED CHILD ABUSE REPORT**

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

**PLEASE PRINT OR TYPE**

<table>
<thead>
<tr>
<th>NAME OF MANDATED REPORTER</th>
<th>TITLE</th>
<th>MANDATED REPORTER CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS</td>
<td>Street</td>
<td>City</td>
</tr>
<tr>
<td>REPORTER'S TELEPHONE (DAYTIME)</td>
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**A. REPORTING PARTY**

<table>
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<tr>
<th>LAW ENFORCEMENT</th>
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<th>AGENCY</th>
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**B. REPORT NOTIFICATION**

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<th>NAME (LAST, FIRST, MIDDLE)</th>
<th>BIRTHDATE OR APPROX AGE</th>
<th>SEX</th>
<th>ETHNICITY</th>
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**PRESENT LOCATION OF VICTIM**

<table>
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<tr>
<th>SCHOOL</th>
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<th>GRADE</th>
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**C. VICTIM**

<table>
<thead>
<tr>
<th>PHYSICALLY DISABLED</th>
<th>DEVELOPMENTALLY DISABLED</th>
<th>OTHER DISABILITY (SPECIFY)</th>
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</thead>
<tbody>
<tr>
<td>SPOKEN IN HOME</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. INVOLVED PARTIES**

<table>
<thead>
<tr>
<th>INCIDENT REPORTER</th>
<th>VICTIMS</th>
<th>SUSPECTS</th>
</tr>
</thead>
</table>

**E. INCIDENT INFORMATION**

| IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX |
| IF MULTIPLE VICTIMS, INDICATE NUMBER |

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

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

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

Updated: 2/7/19
DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: [http://www.leginfo.ca.gov/calaw.html](http://www.leginfo.ca.gov/calaw.html) (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff’s department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION: Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians): Enter the victim’s name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher’s name or room number), and grade. List the primary language spoken in the victim’s home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim’s other disability. To determine if the victim has a disability, ask the victim’s parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim’s relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim’s death.

- SECTION D - INVOLVED PARTIES: Enter the requested information for: Victim’s Siblings, Victim’s Parents/Guardians and the Suspect.

- SECTION E - INCIDENT INFORMATION: If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party: After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- Designated Agency: Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff, blue copy to county welfare or probation, and green copy to district attorney.

ETHNICITY CODES

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<tr>
<td>2</td>
<td>American Indian</td>
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<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>Black</td>
</tr>
<tr>
<td>5</td>
<td>Cambodian</td>
</tr>
<tr>
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<td>Caribbean</td>
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<td>Chinese</td>
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<tr>
<td>30</td>
<td>White-Middle Eastern</td>
</tr>
<tr>
<td>31</td>
<td>White-Romanian</td>
</tr>
</tbody>
</table>

Updated: 2/7/19

Comprehensive School Safety Plan

Page 8
B. Disaster Response Procedures
Ivy Academia Entrepreneurial Charter School

Standardized Emergency Management System

7353 Valley Circle Blvd.
West Hills, California 91304
(818) 716-0771

In compliance with
Homeland Security Directives 5 and 8
and 19 CCR §§2400 et seq.

Elementary (TK-5)
Woodland Hills Site
5461 Winnetka Ave
Woodland Hills, CA 91364
B: 818.716.0771
F: 818.348.8339

Middle/High School (6-12)
Valley Circle Campus
7353 Valley Circle Blvd.
West Hills, CA 91304
HS: 818.716.0771
FX: 818.914.3674
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    Emergency Coordinator Checklist
    Logistics Section Chief Checklist
    Student/Staff Accounting Team Checklist
    Food Service Team Checklist
    Release Team Checklist
    Search & Rescue Checklist
First Aid Team & Morgue Checklist
Security Team
Utilities Team Checklist

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Pre-Disaster
Form A – Staff Resources Survey
Form B – Staff Emergency Medical Information
Form C – Record of Disaster Drills
Form D – Buddy List

Site Emergency Command Center
Form E – Site Action Plan
Form F – Site Check-In Log
Form G – Student Release Log
Form H – Student Emergency Release Form
Form I – Student/Staff Accountability Form
Form J – Injury/Information Reporting Form
Form K – Notice of First-Aid Care
Section I

Overview
GENERAL INFORMATION

Introduction

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects the Ivy Academia’s operations and facilities. It has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

This plan is a preparedness document and is intended to be read and understood before an emergency. The procedures (outlined) in this plan are designed to manage the effects of such situations and shall be activated under any of the following conditions:

- By direction of the Executive Director, or his/her designated representative under a declaration of Disaster.
- In any emergency or disaster which directly affects Ivy Academia and requires an emergency response by Ivy employees.
- Upon notification by local, state, or federal government officials of an actual/declared or impending Emergency or Disaster that will directly or indirectly affect Ivy Academia.

Priorities

All emergency actions will be taken according to the following priorities:

<table>
<thead>
<tr>
<th></th>
<th>Protection of LIFE</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Protection of the ENVIRONMENT</td>
</tr>
<tr>
<td>3</td>
<td>Protection of PROPERTY</td>
</tr>
<tr>
<td>4</td>
<td>Restoration of SERVICES</td>
</tr>
</tbody>
</table>

This plan implements those priorities in establishing its disaster preparedness procedures:

1. All students will be retained at Ivy Academia facilities until released to parents or authorized persons during a disaster situation.
2. All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies through the SEMS system.

3. If evacuation of facilities is required, all students and Ivy Academia personnel at each school/site will assemble in predetermined areas.

4. All District employees are expected to remain and fulfill their disaster responsibilities until the emergency is over, or they can be relieved (per California Government Code §3100).

Purpose of the Site Plan

The purpose of the Site Emergency Management System is to have site disaster procedures available, providing site personnel with a convenient set of usable instructions.

The Site Plan is organized as follows:

1. Section I provides the basic organizational structure and overall response strategy. This plan includes a description of the interface and participation in the local operational area.
2. Section II details the tasks of the school principal with regards to pre-incident emergency preparedness.
3. Section III addresses Ivy Academia Emergency Communications. This section lists relevant phone numbers and communication procedures.
4. Section IV includes Initial Response Checklists and outlines the initial response of the incident commander and staff, and the immediate response actions (e.g., duck-and-cover, shelter-in-place, lock down, evacuation).
5. Section V provides procedures and checklists for staff at the school site during an emergency situation. This section includes helpful information to accomplish the emergency functions (e.g., procedure checklists, maps, staff rosters, organizational charts, medical forms, and student release forms).
6. Appendix A is to include the current staff assignments and buddy lists. Each school should insert the required information in this section and provide a copy to the Ivy Academia Business Office for inclusion in the Ivy Academia Emergency Plan.
7. Appendix B includes a map of the school site. This map shows the outdoor and indoor evacuation areas, evacuation routes, and traffic control map.
8. Appendix C contains checklists for the various emergency functions.
9. Appendix D includes all the forms referred to in the text.

Establishing Disaster Procedures

Updated: 2/7/19
1. **Before A Disaster:** Pre-planning for disasters includes:
   a. Identifying and coordinating responsibilities of staff and those agencies that may respond.
   b. Assigning individual school staff responsibilities and tasks.
   c. Establishing warning and plan activation procedures.
   d. Providing equipment/resources for the Site Emergency Operations Center.
   e. Developing a plan to use school facilities for shelter and food service.
   f. Training staff, students, parents and other community residents in disaster preparedness and awareness.

2. **When A Disaster Takes Place:**
   a. Implement SEMS and activate Site Emergency Operations Center as required.
   b. Implement emergency management procedures to control situation and to protect individuals and facilities.
   c. Utilize all resources to safely see the school site through disaster.
   d. Interface and coordinate all requests for aid or resources through the Site Emergency Operations Center.

3. **Post-Disaster Actions:**
   a. Implement all recovery/restoration procedures including the use of Action Plans which outline priorities to be addressed.
   b. Terminate incident, and close Site Emergency Operations Center.
   c. Return to normal operations and staffing.

**Incident Command System**

The organizational structure is modeled after the nationally used standardized on-scene emergency management concept: Incident Command System (ICS). ICS is a multi-hazard management system that can be used to manage the response to all foreseeable emergencies. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.

The fundamental tenet of ICS is that the Incident Commander (the principal or acting principal) is solely responsible for the emergency response. He/she must ensure that the ICS organization is properly staffed to respond to the incident. It is incumbent upon the Incident Commander to assess the current emergency and determine what, if any, parts of this plan will be activated and/or modified to best respond to the incident.

The Initial Response Checklists in Section IV of this Plan contains initial, incident-specific checklists. The Incident Commander must determine what, if any, actions are required beyond these initial steps (such as activating all or parts of the Incident Command System).
Coordination with Schools and Agencies

Each site’s Emergency Plan is an extension of Ivy Academia Charter School’s Standardized Emergency Management System Plan. This plan complies with the Standardized Emergency Management System (SEMS) regulations and the National Incident Management System (NIMS). Ivy Academia’s channel of coordination is reflected in Chart 1 below.
School Employees as Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: “…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities.

Authorities and References

The California Emergency Services Act (California Government Code §§8550 et seq.) is the basic legislation which provides extraordinary emergency powers and authority for state and local governments. California Government Code §8607(a) establishes the Standardized Emergency Management System (SEMS), which is the system for managing response to multi-authority and multi-jurisdiction emergencies in California. The regulations supporting the Standardized Emergency Management System are included in Title 19 of the California Code of Regulations, §§2400 et seq.
Section II

Pre-Incident Planning
EMERGENCY PREPAREDNESS RESPONSIBILITIES

Overview

<table>
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<tr>
<th>Job Title</th>
<th>Responsibility</th>
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<td>School Principal</td>
<td>Site disaster preparedness</td>
</tr>
<tr>
<td>Executive Director</td>
<td>School-wide disaster preparedness</td>
</tr>
<tr>
<td>Assistant Principal/Dean of Students</td>
<td>Facility preparedness and emergency drills</td>
</tr>
</tbody>
</table>

School Principal

The school principal is responsible for pre-disaster planning at his/her school site. The school principal is responsible for providing all school-specific information in this plan, including but not limited to:

- Staff rosters
- Staff assignments
- Buddy lists
- Emergency maps showing safe assembly areas, first-aid, sanitary area, etc.
- Evacuation maps
- Traffic control maps
- Utility control locations.

The school principal is also responsible for training staff on implementation of this Standardized Emergency Management System Plan and on each of the staff’s individual responsibilities in an emergency situation. Disaster procedures should be reviewed in September with all staff. The
The school principal should survey staff for preference of assignments (medical, search & rescue, field supervision). A **Staff Resource Survey Form (Form A)** is included in Appendix D. The school principal also needs to create a buddy teacher list at the beginning of each school year. A **Buddy List Form (Form C)** is also included in Appendix D.

In order to protect school staff, the principal should ensure that each staff member completes the **Staff Emergency Medical Information Form (Form B)**. This form is included in Appendix D.

The school principal should meet annually with Ivy personnel and staff to ensure:

- Annual bulk water exchange.
- Accurate inventory of supplies for container and classroom buckets/backpacks.
- Missing supplies are replaced & batteries changed.
- Parent information on preparedness at home/school sent home each semester.
- Copies of disaster information cards are available (with classroom emergency supplies.)
- That disaster cards are moved appropriately as class changes are made.
- Plan emergency/disaster drills and fire drills.

**Executive Director or Designee**

The Executive Director or Designee is responsible for the Ivy Academia’s overall emergency preparedness, which includes ensuring that each individual school site is adequately prepared to respond in a disaster or emergency situation. The Executive Director or Designee is responsible for preparation of the Comprehensive School Safety Plan as well as the emergency procedures in this Plan.

The Executive Director or Designee is responsible for meeting with school site personnel to verify:

- Annual bulk water exchange.
- Accurate and adequate inventory of supplies for container and classroom buckets/backpacks.
- Parent information on preparedness at home/school sent home each semester by each school.
- Proper posting of evacuation information.
- Copies of disaster information cards are available (with classroom emergency supplies.)
- A minimum of two emergency/disaster drills are conducted each school year and to advise school principals of the dates of Ivy-wide drills and report site drill dates.
- To assist in providing planned drill critiques (verbal & written).

The Executive Director or Designee is also responsible for training staff for positions in the Site Emergency Operations Center (SEOC) and Ivy Academia’s Emergency Operations Center (EOC) and ensuring that there are adequate supplies for Ivy Academia operations in the event of a disaster or emergency situation. Adequate communications are particularly important in an emergency.
Assistant Principal/Dean of Students

The Assistant Principal is responsible for completing the *Emergency Preparedness Checklist* and the *Hazard Identification Checklist* on an annual basis. These checklists should be completed in September. These two checklists are included in Appendix C.

The Assistant Principal is also responsible for maintenance for the schedule of required emergency drills (see *Drill Log (Form C)* in Appendix D.

The Assistant Principal must ensure that Ivy Academia emergency supplies are in working order and sufficient to meet the school site needs. This includes ensuring that the bulk water maintained for emergencies is changed on a regular basis and that emergency supplies are inventoried on an annual basis. Missing supplies need to be replaced & batteries changed on a regular basis.

School Staff

School staff should familiarize themselves with this Standardized Emergency Management System Plan and learn the roles assigned to them in the event of an emergency. Each staff member should also know their teacher buddies. Teaching staff must maintain current class rosters in their emergency backpacks and should ensure that their classrooms have first-aid emergency kits.

School staff must be aware that they cannot leave campus without permission during an emergency situation unless they have the authorization of the Site Emergency Coordinator (school principal), because of their responsibilities as disaster service workers. California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.
Ivy Academia 2018-2019 School Year
Emergency Preparedness Jobs
Jennifer Lyons- Principal (ICC) or Tom Kuhny – Dean of Students

<table>
<thead>
<tr>
<th>Search &amp; Rescue Team 1</th>
<th>Search &amp; Rescue Team 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Garcia *</td>
<td>Sandra Ramirez *</td>
</tr>
<tr>
<td>Nicki Ott</td>
<td>Thomas Fagan</td>
</tr>
<tr>
<td>Denise Resendez</td>
<td>Desiree Esquivias</td>
</tr>
<tr>
<td>Elijah Bermel</td>
<td>Shantae Washington</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Request Gate- T Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom Danaher*</td>
</tr>
<tr>
<td>Mario Corzo</td>
</tr>
<tr>
<td>Gwen Moran</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reunion Gate- Near the Tennis Courts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Orsini*</td>
</tr>
<tr>
<td>Ingrid Moya</td>
</tr>
<tr>
<td>Ana Andrade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yard Supervision Team 1</th>
<th>Yard Supervision Team 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Kurtzman *</td>
<td>Nina Scarpelli *</td>
</tr>
<tr>
<td>Marissa Russo</td>
<td>Jenny Jung</td>
</tr>
<tr>
<td>Elizabeth Kim</td>
<td>Bridgett Lawrence</td>
</tr>
<tr>
<td>Victoria Morrow</td>
<td>Christine Augustine</td>
</tr>
<tr>
<td>Ashley Rodrigues</td>
<td>Rebecca Westmoreland</td>
</tr>
<tr>
<td>Gina Rozner</td>
<td>Leann Robottom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Aide with Taft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Bixby</td>
</tr>
</tbody>
</table>
Incident Commander Center: (ICC) – Jennifer Lyons

Back Up/ Relief: Tom Kuhny

Map/ Radios: Mario Corzo

Record Keeper: Gwen Moran

Staff/Student Accounting: Gwen Moran / Mario Corzo

S & R Team Leader: Cindy Garcia/Sandra Ramirez

Medical Team Leader: Barbara Bixby/ Taft (LAUSD)

Security/ Utilities: Jennifer Lyons/ Taft (LAUSD)

Student Release Leader: Paul Orsini/ Tom Danaher

Psychological: / LAUSD

Sanitation: LAUSD

Food/Water Distribution: Gwen Moran, Paul Orsini

Public Information: Joe Herzog, Mike Murphy, Jennifer Lyons

Morgue: / Taft (LAUSD)
### Emergency Preparedness Jobs

**Deirdra Brasch (ICC)**

<table>
<thead>
<tr>
<th>Search &amp; Rescue Team 1 (Modular)</th>
<th>Search &amp; Rescue Team 2 (East/West Buildings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Fang</td>
<td>Eder Tapia</td>
</tr>
<tr>
<td>Pamela Moye</td>
<td>Christine Musgrove</td>
</tr>
<tr>
<td>Dmitry Kogan</td>
<td>Salvador Mercado</td>
</tr>
<tr>
<td>Christopher Vanderhorst</td>
<td>David Dombroski</td>
</tr>
</tbody>
</table>

**Request Gate - Guard Shack**

- Mayra Blanco Cruz
- Linda Zeidman

**Reunion Gate - Modular**

- Ana Cervantes
- Antonio Cuevas
- Anna Cruz

**Yard Supervision Team 1 (Modular)**

<table>
<thead>
<tr>
<th>Yard Supervision Team 1 (Modular)</th>
<th>Yard Supervision Team 2 (East/West Buildings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Pierce</td>
<td>Lorez Patton</td>
</tr>
<tr>
<td>Tony Ebkarian</td>
<td>Dora Hollander</td>
</tr>
<tr>
<td>Jessica Jimenez</td>
<td>Andrew Schultz</td>
</tr>
<tr>
<td>Elijah Cole</td>
<td>Marga Jovic</td>
</tr>
<tr>
<td></td>
<td>Jonathan Harveson</td>
</tr>
</tbody>
</table>

**First Aid**

- Charlene Guss
- Katrina Daneshmand
**Incident Commander Center:** (ICC) – Deirdra Brasch

**Back Up/ Relief:** Linda Zeidman

**Map/ Radios:** Linda Zeidman / Ana Cervantes

**Record Keeper:** Linda Zeidman / Ana Cervantes

**Staff/Student Accounting:** Linda Zeidman / Ana Cervantes

**S & R Team Leader:** Dmitry Kogan / Christine Musgrove

**Medical Team Leader:** Katrina Daneshmand

**Security/ Utilities:** Deirdra Brasch/Maria Gennaro

**Student Release Leader:** Linda Zeidman / Ana Cervantes

**Psychological:** Marissa Russo / Lillian Galvez

**Sanitation:** Antonio Cuevas

**Food/Water Distribution:** Anna Cruz / Antonio Cuevas

**Public Information:** Deirdra Brasch / Joe Herzog / Mike Murphy / Maria Gennaro

**Morgue:** Katrina Daneshmand / Charlene Guss
**EMERGENCY DRILLS**

Summary of Drills

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Signal</th>
<th>Procedure Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fire</strong></td>
<td>Continuing short bells for 10 seconds, pause for 5 seconds; sequence repeats for a minimum of 1 minute.</td>
<td>Have students walk in a single line to assembly area and wait for the “All Clear” signal.</td>
</tr>
<tr>
<td><strong>Shelter-In-Place</strong></td>
<td>Principal announces on the PA: “We have received information regarding a hazard in the community and are instituting Shelter-In-Place Procedures. 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. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information.”</td>
<td>All classes will remain in their rooms, and P.E. classes will go to the gym. Students should be in the most protected areas in the room, facing away from windows. Close all doors and windows. Turn off gas, lights, power equipment, and appliances. Remain in the shelter area until the “All Clear” signal.</td>
</tr>
<tr>
<td><strong>Lockdown</strong></td>
<td>Principal announces on the PA: “We have received information regarding an emergency situation and need to implement lock down procedures. 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 the nearest building or classroom.”</td>
<td>Teachers will instruct students to lie down on the floor, lock doors, and close shades or blinds. Any students and staff outside are to proceed inside the nearest building or classroom.</td>
</tr>
<tr>
<td><strong>Earthquake</strong></td>
<td>Principal announces on the PA: “As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck and cover procedures, which mean 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 until I give further instructions.”</td>
<td>Students and staff should drop to their knees facing away from windows; get under desks or tables if possible; fold body onto floor with arms close to knees; place head as far as is possible between knees; cover crown of the head with hands; and stay in this position for 10 seconds. Teachers will direct students to return to seats.</td>
</tr>
</tbody>
</table>
In order to be adequately prepared, the following drills should be executed and documented in the Disaster Drill log (following this discussion): fire, shelter-in-place, lockdown, and earthquake.

**Fire Drills**

1. **Signal:** Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

2. **Procedures:**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ (1) Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.</td>
</tr>
<tr>
<td>☐ (2) Familiarize yourself with class’s route before the drill begins.</td>
</tr>
<tr>
<td>☐ (3) When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)</td>
</tr>
<tr>
<td>☐ (4) Check to see that all students are out of the classroom; take student roster and close all doors.</td>
</tr>
<tr>
<td>☐ (5) Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.</td>
</tr>
<tr>
<td>☐ (6) Have students form a single line in the designated Assembly Area</td>
</tr>
<tr>
<td>☐ (7) Take attendance.</td>
</tr>
<tr>
<td>☐ (8) Wait for “All Clear” signal – one long steady bell – then return quickly to your classroom in a single file.</td>
</tr>
</tbody>
</table>

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

**Shelter-In-Place Drills**

1. **General.** A Shelter-In-Place indicates an emergency that requires students and staff to remain inside has occurred.

2. **Signal.** The signal for the “Shelter-In-Place” drill is the following PA announcement: “Your attention please. We have received information regarding a hazard in the community and I are instituting Shelter-In-Place Procedures. 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. All students and staff that are...
outside are to immediately move inside. We will let you know as soon as we have further information.”

3. Procedures

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ (1) When the announcement has been given, all classes will remain in their rooms.</td>
</tr>
<tr>
<td>☐ (2) Physical education classes will proceed into the gym.</td>
</tr>
<tr>
<td>☐ (3) Students should be arranged in the shelter area so as to enable them to assume a “Duck-and-Cover” position on command given by the teacher in charge.</td>
</tr>
<tr>
<td>☐ (4) Move students to the most protected areas in the room.</td>
</tr>
<tr>
<td>☐ (5) Have students face away from windows and keep their backs toward windows.</td>
</tr>
<tr>
<td>☐ (6) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.</td>
</tr>
<tr>
<td>☐ (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.</td>
</tr>
</tbody>
</table>

Lockdown Drills

1. General. A Lockdown drill indicates an emergency that requires students and staff to remain inside has occurred.

2. Signal. The signal for the “Lockdown” drill is the following PA or email/text announcement: “Your attention please.” We have received information regarding an emergency situation and need to implement lockdown procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open doors until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.” Slide under your door a red card if you are missing anyone or someone is in need of medical attention. Slide a green card under the door if everyone is present and safe.
3. **Procedures.**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) When the announcement has been given, all classes will remain in their rooms.</td>
</tr>
<tr>
<td>(2) Physical education classes will proceed into the gym.</td>
</tr>
<tr>
<td>(3) Move students to the most protected areas in the room.</td>
</tr>
<tr>
<td>(4) Instruct students to lie down on the floor, lock doors, and close shades or blinds.</td>
</tr>
<tr>
<td>(5) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.</td>
</tr>
<tr>
<td>(6) Turn off lights. All personnel must remain in lockdown until further instructions are received from official sources.</td>
</tr>
</tbody>
</table>

**Earthquake Drills**

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

2. **Signal.** The signal for the drill is the following PA announcement: “As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck-and-cover 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 until I give further instructions.”

3. **Procedures.**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Drop to knees facing away from windows.</td>
</tr>
<tr>
<td>(2) Get under desks or tables, where possible.</td>
</tr>
<tr>
<td>(3) Fold body onto floor with arms close to knees.</td>
</tr>
<tr>
<td>(4) Place head as far as is possible between knees; cover head with hands.</td>
</tr>
<tr>
<td>(5) Stay in this position until the conclusion of the earthquake.</td>
</tr>
<tr>
<td>(6) Teachers will direct students to return to seats.</td>
</tr>
</tbody>
</table>
4. **In a Real Earthquake.**

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

   (2) If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.
**RECORD OF DISASTER DRILLS (Form C)**

Site: Valley Circle  
TENTATIVE DATES  
School Year: 2018-2019

<table>
<thead>
<tr>
<th>Month</th>
<th>Date Scheduled</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Wednesday, August 22, 2018</td>
<td></td>
<td></td>
<td>Fire</td>
</tr>
<tr>
<td>September</td>
<td>Thursday, September 27, 2018</td>
<td></td>
<td></td>
<td>Lockdown/Fire</td>
</tr>
<tr>
<td>October</td>
<td>Thursday, October 18, 2018</td>
<td>10:18 am</td>
<td></td>
<td>Great Shake Out (Earthquake/Fire)</td>
</tr>
<tr>
<td>November</td>
<td>Thursday, November 15, 2018</td>
<td></td>
<td></td>
<td>Flood/Fire</td>
</tr>
<tr>
<td>December</td>
<td>Monday, December 10, 2018</td>
<td></td>
<td></td>
<td>Active Shooter/Fire</td>
</tr>
<tr>
<td>January</td>
<td>Tuesday, January 22, 2019</td>
<td></td>
<td></td>
<td>Bomb Threat/Fire</td>
</tr>
<tr>
<td>February</td>
<td>Tuesday, February 12, 2019</td>
<td></td>
<td></td>
<td>Chemical Incident/Earthquake</td>
</tr>
<tr>
<td>March</td>
<td>Thursday, March 14, 2019</td>
<td></td>
<td></td>
<td>Lockdown/Fire</td>
</tr>
<tr>
<td>April</td>
<td>Wednesday, April 10, 2019</td>
<td></td>
<td></td>
<td>Severe Windstorm/Fire</td>
</tr>
<tr>
<td>May</td>
<td>Tuesday, May 28, 2019</td>
<td></td>
<td></td>
<td>Earthquake/Fire</td>
</tr>
</tbody>
</table>

**Other Drills**  
See above

**Drill Schedule**  
Monthly: Fire  
Quarterly: Earthquake  
Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, Lockdown

Forward to Executive Director at the end of each school year.
**RECORD OF DISASTER DRILLS (Form C)**

Site: Elementary Campus  
TENTATIVE DATES  
School Year: 2018-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Scheduled</th>
<th>Time Needed to Vacate and have all class check-in</th>
<th>Alarm Signal Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>8-22-18</td>
<td>9:00</td>
<td>6:46</td>
</tr>
<tr>
<td>September</td>
<td>9-27-18</td>
<td>11:00</td>
<td>5:30</td>
</tr>
<tr>
<td>October</td>
<td>10-18-18</td>
<td>10:18</td>
<td>6:20</td>
</tr>
<tr>
<td>November</td>
<td>11-15-18</td>
<td>1:30</td>
<td>6:02</td>
</tr>
<tr>
<td>December</td>
<td>12-10-18</td>
<td>9:00</td>
<td>5:34</td>
</tr>
<tr>
<td>January</td>
<td>1-15-19</td>
<td></td>
<td>Bomb Threat/Fire</td>
</tr>
<tr>
<td>February</td>
<td>2-12-19</td>
<td></td>
<td>Chemical Incident/Fire/EQ</td>
</tr>
<tr>
<td>March</td>
<td>3-14-19</td>
<td></td>
<td>Lockdown/Fire</td>
</tr>
<tr>
<td>April</td>
<td>4-10-19</td>
<td></td>
<td>Severe Windstorm/Fire</td>
</tr>
<tr>
<td>May</td>
<td>5-28-19</td>
<td></td>
<td>Fire/EQ</td>
</tr>
</tbody>
</table>

**Other Drills**  
See above

**Drill Schedule**  
Monthly: Fire  
Quarterly: Earthquake  
Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, Lockdown

Forward to Executive Director at the end of each school year.
TEACHER BUDDY LIST

Before an Incident Occurs

A buddy list typically assigns teachers in adjacent or nearby rooms as “buddies.” Buddy teachers will work together in an emergency, and they should train and drill together to better understand and cooperate with one another. In the event of an emergency, one teacher will watch both classes, and the other teacher will assume an emergency task.

Teachers and staff need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute teachers should be provided with a copy of the school site’s emergency procedures, a description of the role they would play in an emergency, and identification of their buddy teacher.

After an Incident Occurs

When an incident takes place, each teacher should conduct a classroom status check. The teacher should then check with their buddy teacher to determine each other’s health status, need to assist with any injuries, need to stay with injured students, etc... If possible, injured students should not be left alone. Remember: A teacher’s responsibility is to all students, but in situations which threaten the lives of all, do the greatest good for the greatest number.

If necessary, one buddy teacher will evacuate both classrooms. Students should exit without the teacher leading them. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. The teacher should stay back to check the classroom & close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill out the written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignments may or may not be the same as classroom buddy.

Each classroom kit should contain teacher’s class roster as well as buddy classroom roster. Immediately following student accounting, one member of each buddy team checks in at the Command Post and should report missing students.

In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One of the teachers is then available for assignment.
BUDDY LIST (Form D)  
SITE: IVY ELEMENTARY CAMPUS  
Buddy List last updated: 9-14-18  
This list should be updated in September of each school year and thereafter to accommodate any staff changes.

Prepared by: Jennifer Lyons, Principal

<table>
<thead>
<tr>
<th>Room #</th>
<th>Teacher</th>
<th>Room #</th>
<th>Teacher</th>
<th>Emergency Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>170</td>
<td>Jenny Jung</td>
<td>171</td>
<td>Victoria Morrow</td>
<td></td>
</tr>
<tr>
<td>173</td>
<td>Christina Augustine</td>
<td>172</td>
<td>Barbara Bixby</td>
<td></td>
</tr>
<tr>
<td>175</td>
<td>Lori Kurtzman</td>
<td>174</td>
<td>Bridgett Lawrence</td>
<td></td>
</tr>
<tr>
<td>177</td>
<td>Sandra Ramirez</td>
<td>176</td>
<td>Leeann Robottom</td>
<td></td>
</tr>
<tr>
<td>178</td>
<td>Gina Rozner</td>
<td>178</td>
<td>Denise Resendez</td>
<td></td>
</tr>
<tr>
<td>178</td>
<td>Desi Esquivias</td>
<td>178</td>
<td>Elijah Bermel</td>
<td></td>
</tr>
<tr>
<td>179</td>
<td>Tm Danaher</td>
<td>178</td>
<td>Gina Rozner</td>
<td></td>
</tr>
<tr>
<td>181</td>
<td>Thomas Fagan</td>
<td>182</td>
<td>Paul Orsini</td>
<td></td>
</tr>
<tr>
<td>183</td>
<td>Nina Scarpelli</td>
<td>184</td>
<td>Ashely Rodrigues</td>
<td></td>
</tr>
<tr>
<td>185</td>
<td>Nicky Ott</td>
<td>186</td>
<td>Ingrid Moya</td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>Cindy Garcia</td>
<td>188</td>
<td>Ana Andrade</td>
<td></td>
</tr>
<tr>
<td>189</td>
<td>Rebecca Westmoreland</td>
<td>190</td>
<td>Elizabeth Kim</td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>Jennifer Lyons</td>
<td>180</td>
<td>Tom Kuhny</td>
<td></td>
</tr>
<tr>
<td>180</td>
<td>Mario Corzo</td>
<td>180</td>
<td>Gwen Moran</td>
<td></td>
</tr>
<tr>
<td>YARD</td>
<td>Shauntae Washington</td>
<td>YARD</td>
<td>Paul Orsini</td>
<td></td>
</tr>
<tr>
<td>YARD</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Take Attendance, Assess Damage, First Aid

Updated: 2/7/19
**BUDDY LIST (Form D)**

*SITE: Valley Circle*

Buddy List last updated: 2-7-19

*This list should be updated in September of each school year and thereafter to accommodate any staff changes.*

Prepared by: Deirdra Brasch

<table>
<thead>
<tr>
<th>Room #</th>
<th>Teacher</th>
<th>Room #</th>
<th>Teacher</th>
<th>Emergency Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Jimenez</td>
<td>107</td>
<td>Daneshmand</td>
<td>Take Attendance, Assess Damage, First Aid</td>
</tr>
<tr>
<td>101</td>
<td>Moye</td>
<td>105</td>
<td>Vanderhorst</td>
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<tr>
<td>108</td>
<td>Fang</td>
<td>103</td>
<td>Guss</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Gennaro</td>
<td>Office</td>
<td>Brasch</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Russo</td>
<td>Office</td>
<td>Murphy</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Zeidman</td>
<td>Office</td>
<td>Cervantes</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Hollander</td>
<td>33</td>
<td>Kogan</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Jovic</td>
<td>30</td>
<td>Dombroski</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Patton</td>
<td>12</td>
<td>Harveson</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Mercado</td>
<td>25</td>
<td>Tapia</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ebkarian</td>
<td>32</td>
<td>Musgrove</td>
<td></td>
</tr>
<tr>
<td>Yard</td>
<td>Blanco-Cruz</td>
<td>Yard</td>
<td>Andrade-Cruz</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Schultz</td>
<td>Yard</td>
<td>Cuevas</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pierce</td>
<td>Yard</td>
<td>Vacant</td>
<td></td>
</tr>
</tbody>
</table>
Section III

District Emergency Communications
Emergency Telephone Communications

It is anticipated that in a major disaster such as a large earthquake or flood, area telephone service may be unavailable for several days after the event. Cellular telephone service may also be affected by the disaster because of call processing system overloads. If the telephone does not function, recheck it periodically since telephone service may be restored at any time. Telephone numbers have been established as "essential service” lines and will be given priority restoration following an emergency or disaster situation.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid. If possible, notify the Ivy Academia EOC of your situation needs or provide the appropriate information when requested.

<table>
<thead>
<tr>
<th>Ivy Academia Emergency Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Academia Emergency Operations Center</td>
</tr>
<tr>
<td>Cellular</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Agency Emergency Numbers</th>
</tr>
</thead>
</table>
| Police Department or Sheriff’s Department | Los Angeles Police Department: 911 or 818.710.9786  
Los Angeles County Sheriff: 911 or 818.878.1808 |
| Fire Department | 911 |
| American Red Cross | 818.593.3500 |
| Electric-LADWP | **800.342.5397** |
| Southern California Gas Co. | **800.427.2200** |
| Water – LADWP | 800.342.5397 |
# Ivy Academia Site Contacts

<table>
<thead>
<tr>
<th>Management Team</th>
<th>Contact Names</th>
<th>EMERGENCY Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Joe Herzog</td>
<td>805.625.0372</td>
</tr>
<tr>
<td>Deputy Executive Director</td>
<td>Michael Murphy</td>
<td>760.221.7343</td>
</tr>
<tr>
<td>Director, SPED</td>
<td>Marissa Russo</td>
<td>714.496.0505</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Bianca Galdamez</td>
<td>818.620.4320</td>
</tr>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Jennifer Lyons</td>
<td>(818) 371-9393</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Tom Kuhny</td>
<td>(818) 523-2451</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Gwen Moran</td>
<td>(310) 779-0319</td>
</tr>
<tr>
<td><strong>Middle/High School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Deirdra Brasch</td>
<td>818.581.0000</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Linda Zeidman</td>
<td>818.590.4474</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>Ana Cervantes</td>
<td>818.312.3483</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>Eder Tapia</td>
<td>310.591.0518</td>
</tr>
<tr>
<td>Custodian/Maintenance</td>
<td>Antonio Cuevas</td>
<td>818.916.1169</td>
</tr>
<tr>
<td><strong>Dual Site</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>Lillian Galvez</td>
<td>818.943.8078</td>
</tr>
<tr>
<td>Director, Administrative Services</td>
<td>Maria Gennaro</td>
<td>818.633.0310</td>
</tr>
<tr>
<td>Director, Technology</td>
<td>Richie Suarez</td>
<td>818.876.2589</td>
</tr>
<tr>
<td>Director, SPED Compliance</td>
<td>Marissa Russo</td>
<td>714.496.0505</td>
</tr>
</tbody>
</table>
### IVY ACADEMIA JR/SR HIGH EMERGENCY PHONE TREE

2018-2019

In the event of an emergency, this phone tree will be deployed in order to make contact with all staff members in order to inform them with the most up to date information regarding the emergency. If your name is in bold and has a star next to it, you are responsible for calling the next group of people in the square below your name.

<table>
<thead>
<tr>
<th>*Linda Zeidman</th>
<th>*Deirdra Brasch</th>
<th>*Ana Cervantes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katrina Daneshmand → Jessica Jimenez</td>
<td>Christine Musgrove → Dmitry Kogan</td>
<td>Elijah Cole → Jonathan Haverson</td>
</tr>
<tr>
<td>Christopher Vanderhorst → Pamela Moye</td>
<td>Eder Tapia → Salvador Mercado</td>
<td>Antonio Cuevas → Ramon Renteria</td>
</tr>
<tr>
<td>Antranik Ebkarian → David Dombroski</td>
<td>Lorez Patton → Dora Hollander</td>
<td>Ana Cruz → Genesis Bonilla</td>
</tr>
<tr>
<td>Charlene Guss → Michael Pierce</td>
<td>Samantha Fang → Andrew Schultz</td>
<td>Mayra Cruz → Marga Jovic</td>
</tr>
<tr>
<td>Maria Gennaro → Mike Murphy</td>
<td>Joe Herzog → Lillian Galvez</td>
<td>Marissa Russo → Lynda Baca</td>
</tr>
</tbody>
</table>

### IVY ACADEMIA ELEMENTARY EMERGENCY PHONE TREE

2018-2019

In the event of an emergency, this phone tree will be deployed in order to make contact with all staff members in order to inform them with the most up to date information regarding the emergency. If your name is in bold and has a star next to it, you are responsible for calling the next group of people in the square below your name.

<table>
<thead>
<tr>
<th>*Jennifer Lyons</th>
<th>*Tom Kuhny</th>
<th>*Gwen Moran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Jung → Victoria Morrow</td>
<td>Desi Esquivias → Elijah Bermel</td>
<td>Rebecca Westmoreland</td>
</tr>
<tr>
<td>Christina Agustine → Barbara Bixby</td>
<td>Tom Danaher → Paul Orsini</td>
<td>Shaunette Washington</td>
</tr>
<tr>
<td>Lori Kurtzman → Bridgett Lawrence</td>
<td>Thomas Fagan → Cindy Garcia</td>
<td>Ana Andrade</td>
</tr>
<tr>
<td>Sandra Ramirez → Leeann Robottom</td>
<td>Nina Scarpelli → Ashley Rodrigues</td>
<td></td>
</tr>
<tr>
<td>Gina Rozner → Denise Resendez</td>
<td>Nikki Ott → Ingrid Moya</td>
<td></td>
</tr>
</tbody>
</table>

Updated: 2/7/19

Comprehensive School Safety Plan Page 42
Emergency Radio Communications

If the telephone system is not operational, Ivy Academia emergency two-way radio and cell phone system should be utilized for contact with the Business Office and site EOC. In this situation, radio(s) should be tuned to on mode and constantly monitored.

IMPORTANT: DO NOT USE WALKIE TALKIES, RADIOS OR CELL PHONES IF THERE IS A BOMB THREAT. BOMBS CAN BE ACTIVATED BY USE OF THESE DEVICES.

Hand held radios at individual sites can be used for site control activities, but ensure they are on another channel than that for Ivy Academia EOC so as not to disrupt the emergency communications systems use.

In the event of a major emergency or disaster, radio communication may be the only system available to request aid and coordinate Ivy Academia emergency response management. For this reason, all Ivy personnel must follow basic radio procedures during an emergency, as instructed.

Emergency Transportation Services

The use of transportation services which may be available from Los Angeles and/or other available agencies will be requested and provided on an as-needed and available basis. Contact shall be made directly to the City’s EOC by the Ivy Academia’s Incident Commander. All transportation made available shall be done in accordance with the agreed upon criteria which is based on a system which allows for imminent danger to life situations to be dealt with first.
Section IV

Immediate and Initial Responses
<table>
<thead>
<tr>
<th><strong>IMMEDIATE RESPONSE ACTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>Duck-and-Cover</td>
</tr>
<tr>
<td>Shelter in Place</td>
</tr>
<tr>
<td>Lock Down</td>
</tr>
<tr>
<td>Evacuate Building</td>
</tr>
<tr>
<td>Off-Site Evacuation</td>
</tr>
<tr>
<td>All Clear</td>
</tr>
</tbody>
</table>
Duck-and-Cover

This action is taken to protect students and staff from flying or falling debris.

1. The Principal 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 Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   “YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK-AND-COVER PROCEDURES, WHICH MEAN 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 SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

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

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building; however, classes in bungalows and buildings with exterior passageways will have to remain in classrooms.

1. The Principal 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 Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   "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. 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, students will 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, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas 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 or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
Lock Down

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 occupied areas. During Lock Down, students are to remain in classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

1. The Principal 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 Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   “YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. 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 THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will 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, gymnasium).

4. Teachers and students will remain in classrooms or secured areas until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, must be allowed on campus.
Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

1. The Principal 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 Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

   “YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND NOT LOCK THEIR CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.
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.

1. The Principal 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 Principal 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 EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND NOT LOCK HIS HER CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal 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 Appendix C.

3. Teachers will secure student rosters when leaving the building and take attendance once classes are 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. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
**All Clear**

This action is taken to notify teachers that normal school operations can resume.

1. The Principal 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.
   
   “YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.
INITIAL RESPONSE CHECKLISTS

Checklists are included to outline the initial response to the following situations:

- Aircraft Crash
- Biological/Chemical Weapons Assault (unknown powdery substance)
- Biological/Chemical Weapons Assault (via aircraft or outdoor dispersion device)
- Biological/Chemical Weapons Assault (via indoor dispersion device)
- Bomb Threat
- Chemical or Hazardous Materials Incident
- Earthquake
- Fire
- Flood
- Medical Emergency
- Nuclear Attack
- Riot/Civil Disorder
- Severe Windstorm
- Suspicious Mail/Packages
- Suspicious Person or Criminal Activity on Campus
- Threat of Violence
- Active Shooter
- Utility Failure
Aircraft Crash

What to do if an aircraft crashes on or near the school

Principal:

1. Call 9-1-1 to report the crash and notify the Business Office.

2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Principal issues an “Evacuate Building” action, students will evacuate buildings using prescribed routes or other safe routes to the assembly area. The Principal will initiate an off-site evacuation, if it is unsafe to remain on campus.

3. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team, the Search and Rescue Team, the Medical Team, the Assembly Area Team, and the Student Release Team.

4. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.

5. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers:

1. Determine if your class is in immediate danger.

2. If the class is in danger evacuate your class to a safe location, otherwise stay in your room.

3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.

4. Move your class to the designated Assembly Area, as directed, once it has been established.

5. Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment.

6. Wait for further instructions.
Biological/Chemical Weapons Assault

Discovery of Unknown Powdery Substance

Discovering Party:
1. Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.
2. Do not attempt to clean up or remove the substance.
3. Cover the powder with whatever you can (paper, clothing, trash can, etc.) and do not remove this cover.
4. Leave the room and close the door or otherwise prevent access to the room.
5. Wash your hands with soap and hot water.
6. Report the discovery to the Principal.
7. Remove any contaminated clothing from your person as soon as possible and place inside plastic bags.

Principal:
1. Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the Business Office.
2. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
3. Direct custodian to ensure that HVAC system is shut down.
4. Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident.
5. Ensure that everyone who may have had contact with the powder washes his/her hands and removes contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.
6. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.
7. Ensure that all students and staff have been accounted for.

Continued...
Biological or Chemical Weapons Assault *(continued)*
(Discovery of an Unknown Powdery Substance)

**All Personnel:**

1. Do not panic. Remain calm and follow instructions.
2. Do not turn on any air conditioner/heater or fan.
3. Evacuate when instructed to do so. Take roll book, pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Return attendance sheet to the Assembly Team Leader.
Biological/Chemical Weapons Assault

Agent Delivered via Aircraft or Dispersion Device that is Outdoors

Principal:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via aircraft or dispersion device that is outdoors, ensure that all staff and students are moved indoors. Instituting shelter–in-place procedures may be appropriate.

2. Direct custodian to ensure that HVAC system is shut down.

3. Direct staff to cover vents with thick paper using tape to create a seal.

4. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

5. Ensure that all students and staff have been accounted for.

All Personnel:

1. Do not panic. Remain calm and follow instructions.


3. Close and secure all doors and windows.

4. Ensure that your heater/air conditioner is turned off.

5. Take roll for your classroom.

6. Cover vents with plastic or thick paper using tape to create a seal.

7. Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.

8. Remain in this area until notified to leave by Principal or emergency response agencies.

9. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.
Biological/Chemical Weapons Assault

Agent Delivered via Dispersion Device that is Indoors or the school’s HVAC System

Principal:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school’s HVAC system, direct a full evacuation to the school’s normal outdoor evacuation area.

2. Direct custodian to ensure that HVAC system is shut down.

3. Call 9-1-1 to report the incident.

4. Follow normal evacuation procedures.

5. Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

6. Ensure that all students and staff have been accounted for.

All Personnel:

1. Do not panic. Remain calm and follow instructions.

2. Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.

3. Take Roll Book and pen and pencils. Ensure that all students have been accounted for.

4. Use pre-planned evacuation routes.

5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheets. Return attendance sheets to the Assembly Unit Leader.

6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.
Bomb Threat

What to do in case of a bomb threat

**Discovering Party:** If you receive a bomb threat over the telephone, ask the following:

- When will it explode?
- Where is the bomb right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Why did you place the bomb?
- What is your address? (Where are you?)
- What is your name?

**Principal:**

1. Dial 9-1-1 to notify police of Bomb Threat.
2. Contact the Business Office.
3. If you believe the bomb threat is credible, do not use a walkie-talkie or cell phone. (There are some radio-controlled bombs).
4. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.
5. Evacuate to Assembly Area.
6. Minimum Incident Command System Activation recommended: Operations Section, and Hazard Control Team. You are now the Incident Commander.
Chemical or Hazardous Materials Incident

What to do in case of a Hazardous Materials Incident

**Principal:**

1. In the event that a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the Business Office of the evacuation order, and relay any additional assistance needed.

2. Establish and maintain communication with law enforcement and/or fire department and the District’s Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.

3. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.

4. Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:
   - Direct that all students and staff remain indoors until it is safe.
   - Direct that all heating-ventilation and cooling units are shut down.
   - Direct that all windows be shut.

**Teachers:**

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.

2. Keep students calm.

3. Close all classroom doors and windows.

4. Ensure that the heating-ventilation and cooling system is shut down.

5. Unless otherwise instructed, assume that a “shelter-in-place” strategy is being utilized. Keep all students indoors until it is determined to be safe.
Earthquake

What to do in case of an earthquake

**Duck, Cover and Hold**

### If Inside:

1. Take cover under a desk or strong table, sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light any match, lighter, or other object that may create any open flame.
7. Tune to: KNX 1070 AM.
8. Prepare to evacuate to the Assembly Area, if instructed to do so.

### If Outside:

1. Move away from buildings and utility wire.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Prepare to relocate to evacuation assembly area, if instructed to do so.

### Principal:

1. Establish a command post and initiate damage assessment and report to the Business Office.
2. If necessary, direct the evacuation of staff and students to assembly areas.
3. Activate a Search Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Section, Search and Rescue Team, Assembly Team, Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

*Continued...*
Earthquake (continued)

Teachers:

1. Give the **Duck, Cover and Hold** command to students. Duck, cover and hold yourself.

2. Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building, and await further instructions. (Refer to Facility Map for your assigned area.) If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area.

3. Take any emergency supplies, and roll book to the assembly area.

4. Take roll, and document absent and/or missing students on class attendance sheet.

5. Teachers are now available to activate the Buddy system and either remain in Assembly Area for student care, or report to the Command Post for assignment.

6. Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.
## Fire

### Discovering Party:
1. Activate nearest accessible manual alarm pull box or notify the office that there is a fire at *(say location)*. The office will call the fire department.
2. Clear everyone from the immediate area.
3. Close, but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

### Principal:
1. Upon knowledge of fire at school, activate alarm signal *(bell and verbal)*, and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.
2. Supervise the evacuation of staff and students to assembly areas.
3. Direct a subordinate to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

### All Personnel:
1. Do not panic. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows as oxygen feeds fires.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes *(refer to Facility Map)*, if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Return attendance sheet to the Assembly Team Leader.
5. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. **Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.**
Flood

*What to do in case of a flood*

**Principal:**

1. If you are experiencing flooding problems, which may affect your school site, contact the Business Office.

2. Establish a Command Post, and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EBS.

3. If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team (Section 4) and the Logistics Section to begin sandbagging and other property protection measures as required.

4. Determine from the Business Office and local authorities if the school is being evacuated or closed. If so, activate the Student Release Team (Section 4) to begin the student release process.

5. Activate other Incident Command System functions as required to support your actions.

**Teachers:**

1. Keep students indoors until it is determined to be safe.

2. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.

3. Take roll and document absent and/or missing students on class attendance sheet.

4. Prepare to release students to the Student Release Team. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.
Medical Emergency

What to do in case of a medical emergency

All Personnel:
1. If the situation is life threatening, dial 9-1-1.
2. Report medical emergencies to the School Principal.
3. Await instructions.

Principal:
1. Ensure that 9-1-1 has been called and report the medical emergency to the District Office.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
4. Isolate staff and student from the victim(s).
Nuclear Attack

*What to do in case of a nuclear attack*

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the city. In this scenario, the blast effect is assumed to not threaten the city. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment will likely fail).

**Principal:**


2. Direct the Facilities Team to begin locating food and water.

3. Direct the Facilities Team to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.

4. Direct that all heating-ventilation and cooling units be shut down.

5. Direct teachers to keep students on the interior walls of each building.

6. Keep all staff and students indoors until it is determined by the Los Angeles County Health Department that it is safe.

7. Maintain communication with the Business Office Emergency Operations Center to receive updates. Tune to the Emergency Alert System (EAS) at KNX 1070 AM to receive updates.

8. Upon receiving the "all clear", activate the Student Release Team.

9. Activate Incident Command System teams as required to accomplish necessary functions.

**Teachers:**

1. Keep students within the interior walls of the classroom.

2. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information.

3. Take roll and document absent and/or missing students on class attendance sheet.

4. Upon receiving the "all clear," prepare to release students to the Student Release Team.
## Riot/Civil Disorder

### What to do in case of a riot or civil disorder

#### All Personnel:

If disturbance is off campus, as much as possible, remain in your work area and maintain your normal work routine.

1. Wait for further instructions indicating if campus is in a lock down situation.
   - “Teachers, we are initiating a school lock down. This is not a drill.”
2. Once the campus is secure you will hear; “The school lock down is over. This is not a drill.”

#### If rioters enter your area:

1. Initiate lock down procedures
2. Remain calm and lock all doors and close window blinds.
3. Avoid window areas if possible.
4. Do not leave your building or work area unless you feel you are in imminent danger.
5. If you do leave the building, avoid any interaction with rioters.
6. Await further instructions.

#### Principal:

1. Direct a lock down of the campus if you believe the situation warrants.
2. Consult with the Police Department and the Business Office to coordinate appropriate protection for the school and its personnel.
3. Establish a Command Post
4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system.
5. Minimum Incident Command System Activation Recommended: Operations Section and Hazard Control Team to staff the Security Team.
6. Do not permit staff or students to leave the school until you have determined it to be safe.
7. Direct the careful screening of all persons entering the school facility.
8. If appropriate, use the public address system.
Severe Windstorm

**Principal:**

1. If you are experiencing high winds, which may affect your school site, contact the Business Office.

2. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EBS.

3. Minimum Incident Command System Activation recommended: Operations Section and the Hazard Control Team (Section 4).

4. Determine from the Business Office and local authorities if staff and students should move to the interior core area of the building away from outside windows and doors.

5. Activate other Incident Command System functions as required to support your actions.

**All Personnel:**

1. Keep students indoors and away from windows and doors.

2. Close all windows and blinds and avoid building locations that have large roof areas or spans.

3. Avoid all areas that have large concentrations of electrical equipment or power cables.

4. Follow instructions provided by Principal or emergency response agencies.

5. Report and injuries to your supervisor.
Suspicious Mail/Packages

**Indicators:** Suspicious Mail is mail that…
- is unexpected or from an unfamiliar source.
- has excessive postage.
- is addressed to someone who no longer works at the school.
- is addressed to a current employee but with the wrong title.
- contains several misspelled words on the envelope.
- marked with restrictive endorsements such as “Personal” or “Confidential”.
- has no return address or an address that cannot be verified.
- mail that is from a foreign country.
- shows a city or state in the postmark that doesn’t match the return address.
- is lopsided, oddly shaped, or has an unusual weight, given its size.
- has protruding wires, strange odors or stains.
- has powdery substance on the outside.
- has an unusual amount of tape on it.
- is ticking or making unusual sounds.

**Discovering Party:**
1. Do not try to open the package or envelope.
2. Do not sniff, taste, or shake the package.
3. Isolate the package.
4. If powder is spilled from an envelope or package, do not try to clean up the powder.
5. Cover the spilled contents immediately with anything (clothing, paper, trash can) and do not remove this cover.
6. Evacuate the immediate area and close the door.
7. Notify the Principal.

*Continued...*
### Suspicious Mail Packages (continued)

| All Personnel: | 1. When informed of suspicious mail or packages do not panic, spread rumors, or communicate unverified information. |
|               | 2. Remain away from any isolated area and follow instructions from the Principal or emergency response agencies. |

| Principal:    | 1. Visually inspect mail or package (except if powder has reportedly come from package). Never touch suspicious mail or packages. |
|              | 2. Make assessment of the suspicious nature of the mail or package and contact 9-1-1 if deemed suspicious. |
|              | 3. If powder spilled from the package, ensure that the area is isolated and ensure that all personnel that have had contact with the package have washed their hands and removed contaminated clothing. |
|              | 5. Activate the Incident Command System and await the arrival of emergency response agencies. |
Suspicious Person or Criminal Activity on Campus

Unfamiliar teenagers or adults on campus are a familiar occurrence. This checklist is designed to address unknown individuals who are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

Discovering Party:
1. Notify office of unfamiliar individual and report their location and behavior.
2. If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

All Personnel:
1. When informed of a suspicious individual or activity on campus, the words “We are initiating a school lock down. This is not a drill” will be used. Initiate lock down procedures and await further instructions.
2. No staff or students will be permitted to leave the school until it is safe. During lock down, communicate any suspicious activities or noises to the office. This information may be useful to authorities. Once it has been determined it is safe, the words “The school lock down is over” will be used.
3. Remain calm and lock all doors and close window blinds.
4. Avoid window areas if possible.
5. Do not leave your classroom or work area.
6. Await further instructions.
7. If the intruder enters your area:
   - Do not provoke an incident
   - Remain calm, and do not get involved. Leave or avoid the area.

Continued…
Suspicious Person or Criminal Activity on Campus (continued)

Principal:

1. If you believe it is safe, approach the individual and assess the individual’s business. (You should be accompanied by another adult staff member, if at all possible). Explain the school visitor policy.

2. If suspicious or criminal activity has been reported, immediately dial 9-1-1, and contact the Business Office.

3. Consult with LAPD and the Business Office to coordinate appropriate protection for the school and its personnel.

4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system, and direct a lock down of the campus.

5. Activate the Incident Command System and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.

6. Do not permit staff or students to leave the school until you have determined it to be safe.

7. As appropriate, use the public address system to end the school lock down.
Active Shooter on Campus

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms. This checklist is designed to address the active shooter.

Discovering Party:

1. Notify law enforcement or 911 Operator when it is safe to do so.
2. Report location of active shooter, number of shooters, physical description of shooters, number and type of weapons held by shooters, number of potential victims at the location.
3. Text Business Office

All Personnel:

1. When informed of an active shooter, when you hear a gun shot, the words “We are initiating a school lock down. This is not a drill” will be used. Initiate lock down procedures and determine how to respond:
   a. EVACUATE
      • Have an escape route and plan in mind.
      • Leave your belongings behind.
      • Keep your hands visible.
   b. HIDE OUT
      • Hide in an area out of the shooter’s view.
      • Block entry to your hiding place and lock the doors.
      • Silence your cell phone.
   c. TAKE ACTION
      • As a last resort and only when your life is in imminent danger.
      • Attempt to incapacitate the shooter
      • Act with physical aggression and throw items at the active shooter
2. Sound Hold-Up Alarm if available.
3. Do not open your door. First Responders will have keys.
4. Be aware of your environment and any possible dangers.
5. Take note of the two nearest exits in any facility you visit.
6. If you are in an office, stay there and secure the door.
7. Attempt to take the active shooter down as a last resort.
### When Law Enforcement Arrives

1. Remain Calm and follow instructions
2. Put down any items in your hands (i.e. bags, jackets)
3. Raise Hands and spread fingers.
4. Keep hands visible at all times

### All Personnel:

5. Avoid quick movements toward officers such as holding on to them for safety.
6. Avoid pointing, screaming and yelling.
7. Do not stop to ask officers for help or directions when evacuating.
Utility Failure

What to do in case of a utility failure

Principal:
1. Assess if utility failure presents a threat to safety. If so, contact 9-1-1 immediately.
2. Notify Business Office and school site Plant Managers.
3. Contact the appropriate utility company if directed.
   - Los Angeles Department of Water and Power, 800.342.5397
   - Southern California Gas Company, 800.427.2200

Teachers:
1. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activate the Incident Command System Hazard Control Team to isolate the area.
2. Determine if an evacuation of classrooms is necessary.
3. Open window shades and use emergency flashlights as necessary.
4. Prepare to relocate your class to your pre-designated Assembly area.
Section V

Site-Specific Emergency Operations
SITE EMERGENCY OPERATIONS CENTER (SEOC)

The Site Emergency Operations Center (SEOC) is located at each individual school site and shall be activated to coordinate all of the information necessary to determine the overall status of the school and to assist in reporting the findings to the Business Office’s Emergency Operations Center (EOC). The SEOC shall be staffed by school site personnel with the responsibility for managing any disaster which may affect it. The overall site will be coordinated by the site’s Emergency Coordinator (EC) which will in all likelihood be the Principal (or designee).

The Emergency Coordinator (EC) for the site shall activate the Site Emergency Operations Center (SEOC) to coordinate personnel assignments as well as to provide information on the site to the Business Office. The SEOC shall have a Master Set of keys. Upon activation, the EC shall ensure that the SEOC has been staffed at a minimum as follows:

<table>
<thead>
<tr>
<th>Emergency Role</th>
<th>Emergency Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Coordinator</td>
<td>Runs the emergency operations at the site.</td>
</tr>
<tr>
<td>Secretary/Record keeper</td>
<td>Take notes and accumulates data on work completed throughout event (record-keeper)</td>
</tr>
<tr>
<td>Team Leaders</td>
<td>Run the following: Search and Rescue; Communication, Medical Team, Utilities, Food/Water Supplies, Student/Staff Accounting</td>
</tr>
<tr>
<td>Others</td>
<td>May include maintenance staff, community volunteers, etc.</td>
</tr>
</tbody>
</table>

Other site staff members shall be part of the various teams outlined here to assist in: a) defining the scope of the problem(s) at the site; b) reviewing the utilities; c) providing first-aid and search and rescue assistance; d) and management and release of students and staff, as well as other necessary activities.

All site staff has been provided with individual checklists which outline their involvement in the process to ensure effectiveness in our program. Appendix D includes **General Checklist for Staff, Emergency Coordinator Checklist, Logistics Section Chief Checklist, Personnel Accounting Team Checklist, Assembly/Shelter Team Checklist, Food Service Team Checklist, Release Team Checklist, First Aid Team Checklist, Utilities/Security Team Checklist.**
COMMUNICATIONS

Emergency Situations Occurring Outside of Regular School Hours

Always contact the Executive Director: Joe Herzog

MIDDLE/HIGH SCHOOL Grades 6-12

1. For emergencies involving students or staff, notify the following persons in order:
   • Principal: Deirdra Brasch
   • Staff: Linda Zeidman, Ana Cervantes and Lynda Baca

2. For emergencies involving property, notify the following persons in order:
   • Principal: Deirdra Brasch
   • Staff: Linda Zeidman, Ana Cervantes and Lynda Baca

ELEMENTARY SCHOOL

1. For emergencies involving students or staff, notify the following persons in order:
   • Principal: Jennifer Lyons
   • Dean of Students: Tom Kuhny
   • Executive Director: Joe Herzog

2. For emergencies involving property, notify the following persons in order:
   • Principal: Jennifer Lyons
   • Dean of Students: Tom Kuhny
   • Executive Director: Joe Herzog

Emergency Situations Occurring During Regular School Hours

Always contact the Executive Director: Joe Herzog

1. Staff will be notified of emergency situations during regular school hours via the intercom loudspeaker system or via walkie-talkie.

2. In the event that the loudspeaker system is inoperable, the following telephone tree system will be used:
HIGH SCHOOL

School Office Manager, Linda Zeidman, or Lynda Baca

contacts

Department Chairs, and Business Office

contact

Teachers in Department/Subject Area & Support Staff

ELEMENTARY SCHOOL

School Office Manager, Gwen Moran

contacts

Grade-level Chairs, and Business Office

contacts

Teachers in Grade & Support Staff
EMERGENCY FUNCTIONS

All Staff

All site staff shall supervise students during and after an emergency or disaster, maintain order, keep students calm, quiet, and together during the emergency period. Staff shall make sure that all students in their charge are accounted for and in one location. If necessary, because of another assignment, a staff member may need to turn their class list and emergency cards over to their staff member’s designated buddy who will supervise students while the staff member performs other emergency related tasks.

A copy of General Checklist for Staff is included in Appendix C.

Emergency Coordinator

The Site Emergency Coordinator (EC) is the school principal or designee. The EC has the responsibility of setting up and coordinating the site’s efforts in identifying and dealing with disaster issues which may occur. The Emergency Coordinator Checklist is included in Appendix C.

The EC is responsible for assessing the type and scope of emergency to determine all building safety hazards and to designate safe shelter areas. The EC must periodically assess the situation and direct the Incident Command Team accordingly. The EC is responsible for determining the need for, and requesting, outside assistance. The EC periodically communicates with the Executive Director to keep the Executive Director apprised of the situation status, as well as to coordinate resource allocation, press releases, and action plan items. The Site Action Plan (Form E) is included in Appendix D. A copy of Emergency Coordinator Checklist is included in Appendix C.

Secretary/Record Keeper

The Secretary/Record keeper is responsible for taking notes and accumulating data on the activities which take place during and after the disaster through the Site Emergency Operations Center (SEOC). This information is a permanent record to be kept on file which reflects the work done by all of the ECC members and would be used during the critique to be done well after the event is closed.

The Secretary/Record keeper maintains a log of all persons entering or leaving the ECC. A copy of the Site Check-In Log (Form F) is included in Appendix D.

After disaster event has ended, the Secretary/Record keeper is responsible for collecting all forms used by all ECC staff members at the site and accumulates a file for these items at the site. As necessary, complete a type written record of all the events which occurred for clarity and
better understanding. The Secretary/Record keeper retains all original notes and documents as they are legal records.

**Student/Staff Accounting Team**

This Team has a Leader who is responsible for obtaining a complete list from all site staff on their personnel/student accountability forms (*Student/Staff Accountability Form (Form I)* is included in Appendix D). Once this information is collected, it is provided immediately to the site Emergency Coordinator (EC).

The Personnel Accounting Team Leader notifies site staff how and when students will be released. All records of releases shall be kept by this Team’s Leader and provided to the Secretary/Record keeper at the close of the disaster. The Personnel Accounting Team does not directly release students to parents. This is handled by the Student Release Team.

A copy of *Student/Staff Accounting Team Checklist* is included in Appendix C.

**Logistics Section Chief**

The Logistics Section Chief is responsible for supplies. The Logistics Section Chief provide, maintain and control equipment, supplies, facilities and commercial services required by incident. The Logistic Section Chief directs the opening of the disaster storage container and handles all incoming requests for supplies or support.

The Logistics Section supports the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area. The Logistics Section Chief also coordinates and processes requests for additional resources with District Logistics Section Manager.

A copy of *Logistics Team Checklist* is included in Appendix C.

**Student Release Team**

The Student Release Team performs and implements the safe release of personnel, students to their parents, relatives or others identified with carrying out that function. The release of students and staff is done in coordination and under the approval of the Emergency Coordinator.

The Student Release Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. The Student Release Team Leader shall ensure, as possible, that the release of students is done in an orderly manner.
The Student Release Team shall use the **Student Emergency Release Form (Form H)** and shall keep a log of all releases on the **Release Log (Form G)**. A copy of **Release Team Checklist** is included in Appendix C.

**Search and Rescue Team**

The Search and Rescue Team is responsible for searching the facilities for injured, controlling small fires, performing light rescue, shutting-off utilities as necessary, administering basic first aid, and controlling site security. A copy of **Search and Rescue Team Checklist** is included in Appendix C.

The Search and Rescue team will provide information on its findings to the Site Emergency Operations Center as soon as possible to assist in identifying areas where further assistance is required. Any additional equipment or documents are obtained from the Emergency Coordinator and/or the emergency container.

In addition to conduct classroom searches, the Search and Rescue Team is also responsible for controlling small fires by use of hand extinguishers. In the event of a large fire, the Search and Rescue Team should not attempt to fight the fire and should evacuate the building immediately.

**First-Aid Team & Morgue Checklist**

The First-Aid Team is composed of the school nurse, health clerk, and other designated staff. The First-Aid Team is responsible for identifying the injured and providing a location for injured to be treated. The First Aid Team administers basic first-aid and logs all injuries and injured on the **Injury/Information Reporting Form (Form J)**. A copy of **First-Aid Team Checklist** is included in Appendix C.

If First-Aid care is performed on a student, the First Aid Team completes the **Notice of First Aid Care (Form K)**.

The First-Aid Team also is responsible for handling fatalities and establishing a morgue. The First-Aid Team reports to the Incident Commander using the **Injury/Information Reporting Form (Form J)**.

1. **Mortality Management Guidelines**
   These guidelines apply to the DEOC Commander, Operations Chief, Safety Officer, and Search & Rescue Team, as well as the First-Aid Team.
   **Responsibilities:** After pronouncement or determination of death:
   - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
   - Attach tag to body with the following information
     - Date and time found
- Exact location where found
- Name of descendant, if known
- If identified – how, when, by whom
- Name of person filling out tag

- Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.
- Securely attach a second tag with the same information as above to the outside of the bag.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately.
- Move the properly tagged body with its personal effects to the designated morgue area.
- Consider:
  - Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface.
  - Accessibility for vehicles.
  - Remote from Emergency Assembly Area.
  - **Do not** use school refrigerators or freezers.
- As soon as possible, notify LAPD of the location and, if known, the identity of the body. They will notify the coroner.
- Keep accurate records and make available to LAPD/Coroner when requested.
- Keep unauthorized persons out of morgue.

**NOTE:** In most instances of death, the body will be trapped under rubble and should be left in place until the coroner or other authorized responder arrives to the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid Station.

**Food Service Team**

The responsibility of the Food Service Team is to determine the feeding and water needs of student and staff and to setup cooking facilities as required. The Food Service Team coordinates the District’s Logistics Section. A copy of **Food Service Checklist** is included in Appendix C.

**Security Team**

The Security Team is responsible for ensuring the safety and security of all school staff and students. The Security Team reports to the Emergency Coordinator and coordinates with local law enforcement, fire and rescue personnel. The Logistics Team will provide any supplies or equipment needed.
If directed to do so, the Security Team will lock gates and major external doors. The Security Team will verify that campus is locked down and report same to Command Post. A copy of Security Team Checklist is included in Appendix C.

Utilities/Facilities Team

The Utilities/Facilities Team is responsible for complete shut-off or shut-down of site utilities (electric, water and gas) as necessary.

Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary they will be shut-down or shut-off. The utility locations are shown on the next page.
1. **Summary of Utility Locations**

### VC MIDDLE HIGH SCHOOL UTILITY LOCATIONS

<table>
<thead>
<tr>
<th>LOCATION OF MAIN ELECTRICAL SWITCHES</th>
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<tbody>
<tr>
<td>Middle/High School</td>
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<table>
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<tr>
<th>LOCATION OF GAS SHUT-OFF VALVES</th>
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<table>
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<tr>
<th>LOCATION OF WATER SHUT-OFF VALVES²</th>
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### ELEMENTARY UTILITY LOCATIONS

Locations of Emergency Shut Off – Co-locations see Taft HS Safety Manual

Graph and Map of Emergency Shut Off – Co-location see Taft HS Safety Manual
2. **Shutting off Utilities – Electricity**

A serious injury may occur if proper procedures are not followed when shutting off the main electrical service at the marked panel box (turning off power to the entire site). It may be that the power supply into the site was interrupted by either a line breakage or automatic cut off by the Electric Company. *Never shut off electricity unless you are properly trained and authorized to do so by the Principal* (or designee) in an emergency; however, if it becomes necessary for site personnel to shut off the main power supply to the site, please follow these instructions:

a. **NEVER SHUT OFF THE MAIN SWITCH OR CIRCUIT BREAKER FIRST - EVEN IN AN EMERGENCY!**

b. Begin the electrical shutdown by turning off the sectional switches or branch circuit breakers first (these would be the smallest switches or circuit breakers in size).

c. Progressively shut off electrical switches and circuit breakers as they either increase in physical size or as they decrease in distance from the main switch or breaker panel. Keep track by writing down the order in which the switches or circuit breakers were turned off.

d. It may be that the main circuit breaker panel may have numbers along the side or beneath each circuit breaker. Usually the main breaker will be marked #1 and the handle will be the largest in size. Secondary breakers will be marked #2 and so on and the handles and switches will be smaller than the #1 switch.

e. Electrical service should be turned on in reverse order, starting with the main switch or circuit breaker. The same situation applies if switches (levers) are installed on the main panel instead of circuit breakers.

If these procedures are not followed, a severe electrical flash may result, causing blindness or an electrical explosion may occur, causing extremely severe physical injury or even death.

**** A COPY OF A SITE MAP SHOWING THE LOCATION OF THE ELECTRICAL SWITCHES AND BREAKERS ALONG WITH THE PATTERN TO USE IN TURNING THE ELECTRICAL SYSTEM OFF AND BACK ON IS ATTACHED

Personnel responsible for shutting off the electricity are:

Plant Managers
3. Shutting Off Utilities – Gas

Since leaking natural gas can cause a fire or contribute to its growth, the hazard of fire is of primary concern to the site. *Never shut off gas unless you are properly trained and authorized to do so by the Principal.* The main gas supply must be shut off as quickly as possible ONLY IF YOU SMELL GAS. If you do not smell gas, leave the valve alone.

The exact location(s) of all gas shut off valves at the site are noted under paragraph 1 above.

The gas wrench is located at: *Next to gas valve*

Personnel responsible for shutting off main gas supply valve and other on-site gas valves are:

   Plant Managers

*Never turn gas valves back on, wait for the arrival of the local Gas Company staff to turn on such systems to ensure they are working properly.*

4. Shutting Off Utilities – Water

After a disaster strikes, it may be necessary to conserve on-site water or to cut off the flow to broken water pipelines located on the site. *Never shut off Water unless you are properly trained and authorized to do so by the Principal* The major source of drinking water will be found in the sites emergency water supply containers which will be utilized by the Principal, as necessary.

In addition, another source of water can be the hot water tank located at the site. It is important to know the location of the water shut off and to be able to quickly shut off the supply so the water in the hot water tank is not siphoned back into the city water mains which will likely be ruptured and contaminated.

The exact location(s) of all water shut off valves at the site are shown in chart in paragraph 1 above.

Personnel responsible for shutting off the main gas supply valve and other on-site gas valves are:

   Plant Manager
Appendix A

Staff Assignments
### ELEMENTARY CAMPUS TK-6

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Department</th>
<th>Email</th>
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### BUSINESS OFFICE ADMINISTRATION

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### JRSS HIGH SCHOOL CAMPUS 7-12

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All Ivy Staff by Campus w/ Titles 2018-2019

**ELEM JRSS 7-12**

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Legend:

- A = Admin
- T = Teacher
- TA = Teacher Assistant
- S = Staff
- ECA = ECA Officer Staff
- RSA = Visa Officer Assistant

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Updated: 2/7/19

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Comprehensive School Safety Plan
Appendix B

Maps
Off-Campus Evacuation Location - Pierce College Soccer Fields
MS/HS ADMIN/MODULAR
EVACUATION ROUE
MS/HS EAST/WEST UPPER & LOWER EVACUATION ROUTE
Appendix C

Checklists
Checklists in Appendix C include:

1. **Pre-Disaster**
   - Emergency Preparedness Checklist
   - Hazard Identification Checklist

2. **Site Emergency Command Center**
   - Emergency Coordinator Checklist
   - General Checklist for Staff
   - Logistics Section Chief Checklist
   - Personnel Accounting Team Checklist
   - Assembly/Shelter Team Checklist
   - Food Service Team Checklist
   - Release Team Checklist
   - Search & Rescue Checklist
   - First Aid Team & Morgue Checklist
   - Utilities Team Checklist

For Initial Response Checklists, see Section V.
EMERGENCY PREPAREDNESS CHECKLIST

Year: ______

The following items should be verified as indicated. It is the responsibility of both the Principal and Plant Manager to ensure verification is accomplished.

<table>
<thead>
<tr>
<th>Emergency Preparedness Tasks</th>
<th>Date Verified</th>
<th>Person Verifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maps indicating utility shut-offs are posted and entire staff have been instructed in shut-off procedures.</td>
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<tr>
<td>2. Shut-off tools are available.</td>
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<tr>
<td>Location:</td>
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<tr>
<td>3. Evacuation routes are posted in offices/work areas.</td>
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<tr>
<td>4. A Secure facility outside of District Office has been identified for storage of backup copies of vital data such as personnel, payroll, attendance and business records</td>
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<tr>
<td>5. Fire extinguishers are charged.</td>
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<tr>
<td>6. Disaster team assignments have been made and appropriate in-services have been scheduled. (By beginning of October of each school year.)</td>
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<tr>
<td>7. Disaster response procedures have been reviewed with all staff by October 30th.</td>
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<tr>
<td>8. Buddy list has been created and buddies have been instructed to become familiar with each other’s assignment.</td>
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<tr>
<td>9. Preplanning Site Specifics segment of disaster plan has been completed and copies of all necessary plans, lists and maps have been forwarded to the Executive Director.</td>
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<tr>
<td>10. Office staff knows location of emergency two-way radio and how to operate it.</td>
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<tr>
<td>11. Emergency two-way radio are tested during first school month. (Test each month of school year.)</td>
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<tr>
<td>12. Where applicable, emergency lights are tested periodically (at least three times per year).</td>
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<tr>
<td>13. EXIT lights are checked periodically (at least three times per year).</td>
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Continued…

Emergency Preparedness Checklist (continued)
### Emergency Preparedness Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Verified</th>
<th>Person Verifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. First Aid supplies and other disaster response supplies are on-hand, and the location is known to all staff.</td>
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</tr>
<tr>
<td>a. Bulk water has been checked for exchange date. Siphon pumps and directions have been located. Water distribution method has been determined.</td>
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<tr>
<td>b. Disaster supplies have been checked.</td>
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<tr>
<td>c. Batteries have been changed.</td>
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<tr>
<td>d. Missing supplies have been replaced.</td>
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<tr>
<td>e. Written materials and supplies for response have been gathered and organized. Individual job descriptions and necessary forms have been put on clipboards.</td>
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<tr>
<td>15. Emergency disaster drills with verbal and written critiques have been planned.</td>
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<tr>
<td>16. Staff Emergency Medical Information has been updated.</td>
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<tr>
<td>17. Identified potential hazards have been corrected by site staff, or work orders have been issued.</td>
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<tr>
<td>18. Hazard identification inspection has been scheduled.</td>
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<tr>
<td>19. Emergency AM/FM radio/TV stations call numbers have been verified.</td>
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<tr>
<td>20. All emergency phone numbers have been verified.</td>
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<tr>
<td>21. All schools have been reminded to send in completed disaster assignment sheet (October 1).</td>
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<tr>
<td>22. A copy of this completed form has been sent to the Executive Director.</td>
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</table>
HAZARD IDENTIFICATION CHECKLIST

Year: ________

Identify Potential Earthquake Hazards in Work Areas

This checklist will help you identify common earthquake hazards that can be reduced or eliminated at little or no cost. The Hazard Inventory should be completed by each department by October 1 of each year and submitted to the Executive Director.

_____ Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?

_____ Are heavy objects removed from high shelves?

_____ Are potentially hazardous displays located away from seating areas?

_____ Are TV monitors securely fastened to securely fastened platforms?

_____ Are TV monitors securely attached to portable (rolling) carts with lockable wheels?

_____ Are computers securely fastened to desks?

_____ Are computers securely attached to portable (rolling) carts with lockable wheels?

_____ Are computer monitors securely attached to computer CPUs or desks?

_____ Are wall-monitored objects (clocks, pictures, etc.) secured against falling?

Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

<table>
<thead>
<tr>
<th>Hazard Inventory</th>
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<tbody>
<tr>
<td>Date: ________________</td>
</tr>
<tr>
<td>Indicate number of:</td>
</tr>
<tr>
<td>Unsecured bookcases</td>
</tr>
<tr>
<td>Unsecured wall shelves</td>
</tr>
<tr>
<td>Free-standing cabinets</td>
</tr>
<tr>
<td>Hanging plants</td>
</tr>
<tr>
<td>Computer CPUs not secured</td>
</tr>
</tbody>
</table>

List other hazards identified: ____________________________________________________________

Submitted By: ____________________________
GENERAL CHECKLISTS FOR STAFF

IMPORTANT: Refer to Section IV for Initial Response Checklists which include additional responsibilities for staff based on the specific disaster and to the Emergency Teams Checklists (e.g., Personal Accounting Team, Assembly/Shelter Team, Food Service Team, Release Team, Logistics, Search & Rescue Team, First Aid Team, Utilities Team, etc.) on the following pages.

Teachers

☐ If required, evacuate students to an area or location designated by principal (see Disaster/Evacuation Map in room).

☐ Utilize your class roster to determine head count and student status. Note all absent and unaccounted for students.

☐ Provide accounting of students to Student/Staff Accounting Team so they can use information for Search & Rescue planning.

☐ Utilize classroom emergency flag or ribbon set to communicate classroom situation to principal and emergency responders.

☐ Utilize site emergency supplies as required by situation.

☐ Directly maintain supervision of all students and student activities.

☐ Perform additional emergency duties, as required by the principal.

Custodian and Assistants

☐ Immediately survey the school for structural and utility damage.

☐ Utilize building fire extinguishers to control any small fires related to the emergency and assist in building evacuation, if necessary.

☐ Report to the principal all building damage and utility status.

☐ Disburse emergency equipment as needed and implement emergency water use procedure.

☐ Maintain a log including building damage assessment and actions.

Continued...
General Checklists for Staff (continued)

School Clerical Personnel

☐ Box and mark essential school records/documents for recovery if school evacuation is required.

☐ Receive instructions from principal on what information to release to the public and respond to telephone inquiries about school status, etc.

☐ If required, monitor school site radio and relay information to Business Office EOC as needed.

☐ Assist the school nurse/health clerk in first aid or injured care, if required.

☐ Maintain a log of all activities and messages, sent or received.

☐ Evaluate and triage all site injuries if public safety response is not immediately available. Report to principal number of site injuries, status, and needs.

☐ Arrange for transportation of seriously injured to hospitals or triage centers.

☐ Supervise other staff engaged in first aid and provide site first aid care system to include treatment and use of emergency supplies.

☐ Maintain a log of injured, status, treatment and transportation.

Continued...
General Checklists for Staff (continued)

Cafeteria Manager/Supervisor

☐ As possible assess damage to cafeteria and kitchen areas.

☐ Inventory and evaluate food, water and general supplies for emergency meal preparation, if required. Maintain a log of all activities and meals prepared.

☐ Report to principal on cafeteria status, and number of meals which could be provided based upon current situation.

☐ Prepare cafeteria for emergency/disaster use as requested by Principal or SEOC Incident Commander.

All Other Employees

☐ Become familiar with your facility emergency plan and Ivy Academia Emergency Procedures.

☐ Meet with the principal to determine your specific responsibilities in the event of an emergency or disaster.

☐ Notify the principal of any emergency skills you possess such as first aid, fire extinguisher training, radio operation etc.

☐ If necessary, develop a specific checklist of emergency duties and tasks for your own use during an emergency or disaster.
EMERGENCY COORDINATOR CHECKLIST
(Principal or Designee)

The Emergency Coordinator (EC) has the responsibility of setting up and coordinating the site’s efforts in identifying and dealing with disaster issues which may occur. The EC shall complete the following to obtain information, identify areas of need and to report the information collected to the Business Office EOC using the Ivy Academia emergency communication system.

Initial Response

☐ Assess type and scope of emergency to determine all building safety hazards and safe shelter areas through team survey. Use building checklist and/or Search and Rescue teams to complete.

☐ Activate Site Emergency Operations Center (SEOC) and coordinate personnel assignments as noted on Personnel Assignment Form

☐ Provide checklists and other forms to Team Leaders assigned to Search and Rescue; Communication, Security, Medical Team, Utilities team, etc.

☐ Direct the evacuation of school buildings in the event of a fire or after an earthquake if the building is damaged or unsafe.

☐ Establish communications and report to the Business Office EOC information relative to employee, student and facility status.

☐ Implement Ivy Academia Action Plan to control hazards and protect employees, students, and the facility.

☐ Interface with Public Safety Responders (LAPD/LAFD) and update them on school situation and actions taken. If possible, provide them with a written damage assessment report.

☐ Coordinate all school emergency procedures, and monitor situation by communicating with teachers, students and emergency responders.

☐ Arrange for student transportation through the proper SEOC communications request if the situation requires the total evacuation of the school site for safety reasons.

☐ Notify Business Office EOC of any change or situation status, emergency problem or need for resources.

Continued…
Emergency Coordinator Checklist (continued)

Ongoing Tasks

☐ Receive reports and information back from Team Leaders. Ensure Secretary/ Record Keeper is provided with all documents, forms etc. generated throughout event for log-in and safekeeping.

☐ Assess information received, and with Team Leaders, develop an Action Plan to deal with needs identified (use attached form).

☐ Fill in Site EOC questionnaire and prepare to answer their communications call. Provide only the information requested.

☐ Reconvene the Team Leaders to update areas or concerns which may need to be reviewed again and ensure all questions or concerns have been addressed.

☐ Update Site EOC information relative to employee, student, and facility status.

☐ Implement and amend, as appropriate, Ivy Academia Action Plan to control hazards and protect employees, students and the facility.

☐ Interface with Public Safety Responders (LAPD/LAFD) and update them on school situation and actions taken.

☐ Continue to coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.

☐ Notify Business Office EOC of any changes or situation status, emergency problem or need for resources.

Closing Tasks

☐ Close SEOC and collect all documents, checklists, action plans, and other items generated and preserve.

☐ At some time after the event, meet with SEOC members to review and critique response actions to identify areas to be improved upon. Report findings to SEOC staff as well as site staff.
LOGISTICS SECTION CHIEF

The Logistics Section Chief is responsible for supplies.

Responsibilities

☐ Obtain cap and identification vest.

☐ Review all Emergency Checklist items, and assign/delegate responsibility to subordinates.

☐ Obtain briefing from Emergency Coordinator.

☐ Direct the opening of the disaster storage container.

☐ Process incoming requests for support. Make sure other functional areas are involved as necessary.

☐ Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.

☐ Support the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area.

☐ Determine the extent of current and anticipated field operations and plan necessary logistical support.

☐ Provide, maintain and control equipment, supplies, facilities, and commercial services required by incident.

☐ Coordinate and process requests for additional resources with the Executive Director.

Disaster Bin Supplies

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<thead>
<tr>
<th>Administrative Supplies</th>
<th>Pens, pencils, markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clipboards</td>
<td>I.D. vests</td>
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<tr>
<td>Scissors, masking tape</td>
<td>Bull horns</td>
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<tr>
<td>Whistles</td>
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<tr>
<td>Extra radios and cell phones</td>
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</tbody>
</table>
### Search and Rescue Bags

Each contains the following:

- First-aid supply
- Pencils, fat sharpies, large chalk
- Goggles (2), dust masks (2)
- Duct tape (2-inch)
- Flashlights (2)
- Steno pad
- Gloves (2), hard hat
- 18-inch pry bar

### General Search and Rescue Equipment

- Hard hats, goggles
- Pry bars
- Batteries
- Fire ax
- Dust masks
- Flashlights
- Shovel

### Hazard Control Bags

Each bag includes the following:

- Emergency response plan
- Clipboard w/ job description
- Flashlight
- Dust mask, goggles
- “Hazard Area” / “Caution” tape
- ID vest
- Pens, pencils, markers, paper
- First-aid kit
- Gloves, hard hat
- “Keep Out” signs

### Medical Supplies

- Medical treatment victim logs
- Ground cover/tarps
- Triage tags
- First-aid kits
- Notice of first-aid care form
- Quick reference medical guides
- Cots and blankets
- Body bags

### Care and Shelter Supplies

- Traffic cones/flagging ribbon
- Cots and blankets/space blankets
- Food and water

### Sanitation Supplies

- Rolls of electrical wire
- Black polyethylene sheeting
- Toilet paper and T.P. holders
- 5-gallon urinal buckets
- Shovels
- Hand wash
- Stainless steel spring clamps
- Portable johns
- Spare john bags
- Bucket liners
- Lye or bleach

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Comprehensive School Safety Plan

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STUDENT/STAFF ACCOUNTING TEAM CHECKLIST

Team Leader Checklist

☐ Obtain a complete list from all site staff on Student/Staff Accountability Form. Once collected, provide this information immediately to the site Emergency Coordinator (EC).

☐ Notify site staff how and when students will be released. All records of releases shall be kept by this Team’s Leader and provided to the Secretary/Record-Keeper at the close of the disaster.

☐ Ensure evacuation of offices/classroom is completed and assembly areas are being used. Keep students or staff in class/staff groups.

☐ Obtain roll sheets and report information to EC.

☐ Evaluate injuries. Provide minor first aid or send to First-Aid station set-up within or near the assembly area.

☐ As required, assign other staff under the buddy system.

Accounting Team Responsibilities

☐ Make sure that all students in your charge are accounted for and in one location.

☐ Supervise students during and after an emergency or disaster.

☐ Maintain order, keep students calm, quiet, and together during the emergency period.

☐ If necessary, because of another assignment, turn class list and emergency cards over to your designated buddy who will supervise students while they perform other emergency related tasks.

☐ Do not directly release students to parents. Release will be done through the Student Release system and under the approval of the EC.

Materials Needed (all materials should be stored in/near exit door)

☐ Attendance sheet/roll book

☐ Prepacked emergency bag

☐ Books, cards, games

☐ Your own personal overnight bag
FOOD SERVICE TEAM CHECKLIST

The Food Service Team is composed of the school’s cafeteria and teaching staff.

Equipment/Supplies

- Emergency Response Plan
- School Disaster ID Vest
- Pencils/Pens/paper
- Food and water
- Paper plates, cups, napkins, plastic utensils
- Flashlights

*Request all other resources through Logistics.

Responsibilities

- Determine feeding and water needs.
- Coordinate food and water needs with Ivy Academia’s Logistics Section.
- Setup cooking facilities as required.
- Setup an area for the feeding of students and staff.
RELEASE TEAM CHECKLIST

Team Leader Responsibilities

This Team Leader is responsible for carrying out the release of students and staff as requested by the Emergency Coordinator (EC) due to the unsafe conditions at the site.

Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. Ensure as possible, that the release of students is done in an orderly manner.

Materials Needed

All Materials should be stored in the Disaster Bin.

- Attendance sheet/roll book
- Release Cards
- Pencils/Pens/paper
- Release table & chairs
- Student Emergency Contact Cards
- Release Report form

Checklist

☐ Ensure that all release forms and cards as well as emergency cards are obtained from the Disaster bin along with pens, pencils, paper, etc.

☐ If directed by the EC activate student release area and set up table and chairs for release staff to operate from.

☐ Have at least two persons assigned to the release table and have two staff members acting to keep the persons retrieving children in a calm state during this process.

☐ Complete release of students by using either a class-by-class approach or by other means which may be available.

☐ Never release a student unless they are the parent, relative, or other person identified on the student’s Emergency Card & have Identification.

☐ OBTAIN NAME, SIGNATURE AND WHERE THEY ARE GOING ON A RELEASE CARD OR FORM BEFORE PERSON IS RELEASED!
SEARCH AND RESCUE TEAM (APA & STAFF) CHECKLIST

Materials Needed

Obtain equipment and documents from the Emergency Coordinator and/or the emergency container.

- Master Keys
- Fire Extinguishers
- Signs, flags, ribbons
- Stretcher/backsboards
- Student information lists
- Gloves, Hard Hats
- Emergency Tools
- Hand Radio
- First aid kit
- Blankets
- Emergency response forms
- Flashlights

Checklist

☐ Report to the Search and Rescue Team Assembly Area near the SEOC and obtain group checklists and equipment.

☐ Team Leader should obtain missing/presumed missing information from Student/Staff Accounting Team Leader, noting missing students and last known location.

☐ After reviewing information provided by staff, develop quick assessment and strategy to complete tasks, and report back to rest of Search and Rescue team members.

☐ Assign team members to check all classrooms on assigned route, check visually, and vocally to determine situation, and identify situations in need of further assessment or assistance.

☐ Control small fires through use of hand extinguishers. In the event of a large fire, do not attempt to fight; evacuate building immediately.

☐ If utilities present a hazard and have not already been shut off, if trained shut-them off and report data to EC (i.e. broken water, gas or electric lines).

☐ Team members report findings to Team Leader.

☐ Team leader to inform Emergency Commander (EC) of situations requiring assistance or other information needed as to status of site and buildings.

☐ Use signs, barrier tape, etc. to designate unsafe areas, required Assembly Locations, Student Release Area etc.

☐ Control access to facility or unsafe areas, as required.
FIRST-AID TEAM & MORGUE (SCHOOL NURSE & STAFF) CHECKLIST

Identify injured and provide a location for injured to be treated. Administer basic first aid and log all injuries and injured on forms provided.

Materials Needed

- Master keys
- Fire extinguishers
- Signs, flags, ribbons
- Stretchers/backboards
- Student information lists
- Identification tags
- Emergency tools
- Hand radio
- First aid kit
- Blankets
- Emergency response forms
- Flashlights

Checklist

☐ Report to Site Emergency Operations Center (SEOC) to aid in identifying injured.  As requested by the Emergency Coordinator (EC), contact Team Leaders and the Student/Staff Accounting Team for injury information.

☐ If necessary, establish a first-aid treatment area and as possible, transport injured to this area for care.

☐ Provide basic First-Aid care as needed and identify injured by using tag system. Tag injured persons to identify their name, type of injury and where (if possible) injury took place.

☐ If necessary and capable, utilize triage system to determine injured care and transportation priorities. Cooperate with and assist local emergency responders.

☐ Cover any fatalities with a blanket.

☐ Report to the Incident Commander EC all relative information using attached reporting form.
SECURITY TEAM

Materials Needed

- Master keys
- School disaster ID vest
- Clipboard
- Hard hat if necessary
- Emergency response plan
- Pens, pencils, markers, paper
- 2-way radio

*Request all other resources through Logistics

Responsibilities

☐ Ensure the safety and security of school staff and students.
☐ Report to the Site Emergency Operations Center (SEOC).
☐ Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.
☐ Take no action that will endanger yourself.
☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard, and a radio.
☐ If directed to do so, lock gates and major external doors.
☐ Verify that campus is locked down and report same to Command Post.
☐ Advise Command Post of all actions taken.
☐ Route Fire, rescue, police, etc. as appropriate.
UTILITIES TEAM (FACILITIES MANAGER & STAFF) CHECKLIST

Materials Needed

- Master keys
- Fire extinguishers
- Signs, flags, ribbons
- Stretcher/backboards
- Gloves, hard hats, flashlights
- Emergency tools
- Hand radio
- First aid kit
- Student information lists
- Emergency response forms

Checklist

☐ The Hazard Control team is responsible for fire suppression, utility control, and hazards isolation.

☐ Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary, to be shut-down or shut-off.

☐ Provide each team member with the appropriate utility shut-off checklist and information.

☐ Take no action that will endanger yourself.

☐ Complete shut-off or shut-down of all site utilities (electric, water and gas), as necessary.

☐ Retrieve information from Utility Team Members after they have completed their sweep of the site.

☐ Provide status of utilities to the Emergency Coordinator as soon as it is available.

☐ As directed and trained, turn back on utilities, if safe to do so.

☐ Report any damage to the Operations Section Chief at the site Emergency Operations Center (SEOC).

☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard, and a radio.
Appendix D

Forms
The forms included in this Appendix include:

1. **Pre-Disaster**
   - Staff Resources Survey
   - Staff Emergency Medical Information
   - Record of Disaster Drills
   - Buddy List

2. **Site EOC**
   - Site Action Plan
   - Student/Staff Accountability Form
   - Student Release Form
   - Injury/Information Reporting Form
STAFF RESOURCES SURVEY (Form A)

During any disaster situation, it is important to be able to draw from all available resources. The special skills and capabilities staff will play is a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. This survey is to pinpoint those staff members with the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your site administrator.

Areas of skill/proficiency:

_____ First Aid (current card _____ Yes _____ No)

_____ CPR (current card _____ Yes _____ No)

Running/jogging

Amateur radio

Bus/truck driving (License Class ____________)

Rescue (techniques and/or equipment – winch, crane, towing)

Carpentry, plumbing, welding (specify: _________________________________)

Survival techniques

Bicycle, motorcycle, other motorized bike

4-wheel drive vehicle (off-road vehicle)

Camping skills (setting up tents, outdoor cooking, outdoor sanitation)

Other: ________________________________________________________________

Please indicate any special equipment that might be available to you at the school site. (Examples: 4-wheel drive vehicle, van, motorcycle, HAM radio, winch, tow equipment, etc.):

__________________________________________________________________________

Name/Dept: ___________________________ Date: ________________
STAFF EMERGENCY MEDICAL INFORMATION (Form B)

For use in the event staff member is unable to communicate.

Name: 

School Dept: 

Date: 

Mediation taken on a regular basis:

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Dosage</th>
<th>Frequency</th>
<th>Illness</th>
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</table>

(It is suggested that everyone carry a 3-day supply of medication.)

I am allergic to the following medications/foods:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

I wear contact lenses: Yes _____ No _____

Other pertinent health/medical information:

_________________________________________________________________

_________________________________________________________________
# RECORD OF DISASTER DRILLS (Form C)

Site:  
School Year:  

<table>
<thead>
<tr>
<th>Date Scheduled</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
<td></td>
<td>Fire</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td>Lockdown/Fire</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td>Great Shake Out (Earthquake/Fire)</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td>Flood/Fire</td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td>Earthquake/Fire</td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
<td>Bomb Threat/Fire</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td>Chemical Incident/Fire/Earthquake</td>
</tr>
<tr>
<td>March</td>
<td></td>
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<td>Lockdown/Fire</td>
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<tr>
<td>April</td>
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<td></td>
<td>Severe Windstorm/Fire</td>
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<tr>
<td>May</td>
<td></td>
<td></td>
<td>Earthquake/Fire</td>
</tr>
</tbody>
</table>

**Other Drills**  
See above  

**Drill Schedule**  
Monthly: Fire  
Quarterly: Earthquake  
Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, Lockdown  

Forward to Executive Director at the end of each school year.
BUDDY LIST (Form D)

SITE: ______________________________________________________________________

Buddy List last updated: _______________________________________________________
This list should be updated in September of each school year and thereafter to accommodate any staff changes.

Prepared by: __________________________________________________________________

Note: Teachers assigned to lead, or staff assignments should be paired with teachers assigned to the student assembly area. In an emergency, when directed to evacuate to the assembly area, all teachers will take any emergency items and move their classes to the assembly area. Teachers assigned to lead, or staff assignments will then “hand off” responsibility for their class to their Buddy Teacher and report to their emergency assignment.

<table>
<thead>
<tr>
<th>Responsibility for Remaining with Students</th>
<th>Responsibility for Assuming Emergency Task</th>
<th>Emergency Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room #</td>
<td>Room #</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
SITE ACTION PLAN (Form E)

SITE: _____________________________________________

The Site Action Plan is to be defined by the EC and the Team Leaders by using the information from the data gathered.

Action Plan Written Down By: ______________  Date &Time Actions Noted: __________

<table>
<thead>
<tr>
<th>No.</th>
<th>Actions to be Taken</th>
<th>Action Completed By</th>
<th>Date Action Completed</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Page ____ of ____

Updated: 2/7/19

Comprehensive School Safety Plan  Page 118
## SITE ACTION PLAN (continued)

SITE: ___________________________

<table>
<thead>
<tr>
<th>No.</th>
<th>Actions to be Taken</th>
<th>Action Completed By</th>
<th>Date Action Completed</th>
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</tbody>
</table>
## SITE CHECK-IN LOG (Form F)

Secretary Record-Keeper: _______________________ Checked in at: ________ am/pm

Date: ________  Signature of Secretary Record-Keeper: _______________________

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Time Checked In</th>
<th>Reason for Being Here</th>
<th>Time Checked Out</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a.m.</td>
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<td>p.m.</td>
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</tbody>
</table>
STUDENT RELEASE LOG (Form G)

SITE: ________________________________

Date: _______________     TIME RELEASE STARTED: ___________ am/pm

This form is to be used to identify the names of those students released after an emergency and who they were released to. This form should also indicate where the student was taken.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Parent/Guardian Signature</th>
<th>Time Left</th>
<th>Location Where They are Going</th>
</tr>
</thead>
<tbody>
<tr>
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Page ____ of ____
STUDENT RELEASE LOG *(continued)*

SITE: ____________________________

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Parent/Guardian Signature</th>
<th>Time Left</th>
<th>Location Where They are Going</th>
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</thead>
<tbody>
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Page ____ of _____
I/We request that

Print Student Name  Print Student Name
Print Student Name  Print Student Name
Print Student Name  Print Student Name
Print Student Name  Print Student Name

be released to me/us

Print Name(s)

Relationship(s) to student(s): ______________________________________

____________________________________

CA Drivers License number: ______________________________________

Our intended destination is: ______________________________________

Location including address

Signature ___________________________ Date ________________

Phone Number ___________________________

---

Bottom portion to be completed by School Release Team

☐ Requestor on Emergency Card. Student released. Time of release: _____________

☐ Requestor NOT on emergency card. Student released anyway. Explain. Date of release: _____________

☐ Requestor NOT on emergency card. Student NOT released.

Form completed by: ___________________________ Date/time: ___________________________

SEMS Form H

Updated: 2/7/19

Comprehensive School Safety Plan
STUDENT/STAFF ACCOUNTABILITY FORM (Form I)
Individual Room, Office, Department, or Other

School/Site: ______________________________ Date: ____________

- Record student and staff accountability status in the classroom, office, MPR or other site areas.
- Once accountability records are completed, submit this form to the Site’s Emergency Coordinator (EC).
- Only provide information requested here to EC.

1. **List information regarding Missing Students/Staff Members below:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Last Seen</th>
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</table>

Page 1 of 4
2) List information regarding injuries identified.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury</th>
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4) List information regarding any other concerns not already reported.

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<th>Name</th>
<th>Student or Staff</th>
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INJURY/INFORMATION REPORTING FORM (Form J)

School/ Site: _______________________________ Date: __________

Compile from this form data in the following areas to be immediately provided to the site’s Emergency Coordinator:

1. Number of Severe injuries (require immediate medical attention) ______
2. Number of Moderate injuries (requires medical attention/not immediate) ______
3. Number of Minor injuries (require some medical attention) ______
4. Number of Confirmed fatalities (deaths) ______
5. Condition of first-aid, triage and morgue area: NEED HELP: ______ Yes/No

1) List information regarding injuries identified.

<table>
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<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury</th>
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Page ___ of ___
Injury/Information Reporting Form *(continued)*

School/ Site: ___________________________     Date: _____________

1) List information regarding injuries identified *(continued)*

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<th>Name</th>
<th>Student or Staff</th>
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Page ___ of ____
### Injury/Information Reporting Form (continued)

School/ Site: ____________________________ Date: __________

2) List information regarding all deaths.

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Ivy Academia

Site: ______________________________

Notice of First Aid Care

Date: ______________

Dear Parent:

________________________________ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Remarks:

Signed by: ________________________________________________________________________

School Representative

The purpose of this form is to inform parent of medical treatment given.

Note, in a disaster: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

SEMS Form K
C. Suspension & Expulsion Policies Rules and Procedures on School Discipline

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT
Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil.
and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstate the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**School Climate and Student Discipline System**

Students shall neither be suspended nor expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of this charter petition.

Ivy Academia uses a progressive student discipline plan that is published at the beginning of each school year in the Parent Teacher Student Handbook, which is prepared to be consistent with applicable law, this charter petition and any policies and procedures as stated herein. The discipline policy is reviewed with students and parents upon admission Ivy Academia and the signing of the Handbook. Parents and students who fail to sign the Handbook do not relieve any obligation to adhere to Ivy Academia’s student discipline plan; however, by signing the Handbook, students and parents confirm receipt and acknowledge their understanding of and their responsibility to the standards set forth in the student discipline policy. The plan includes day-to-day discipline including, but not limited to, warnings, school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, in-school suspensions, Saturday schools, campus community service, disciplinary probation, and guidelines for suspension and expulsion. Understanding the impact of a loss of instructional time, students are provided assignments for completion during an out-of-school suspension and are afforded the opportunity to complete work upon return should it not be available at the time of the suspension. Ivy Academia’s student discipline policy defines student responsibilities, unacceptable behavior, and the consequences for noncompliance. The discipline policy promotes learning and protects the safety and well-being of all students, staff, and visitors at the Charter School, while serving the best interests of the Charter School’s pupils and their parents/guardians. Ivy Academia administrators and Board of Directors have reviewed the suspension and expulsion portion of the Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled.

These procedures are prepared to provide due process to all students. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Charter School’s discipline plan follows the District’s Discipline Foundation Policy. The Charter School implements school-wide behavior supports and alternatives to out-of-school suspension. Administration, faculty, and staff focus on providing students clear expectations, actively supervising student behavior, and correcting misbehavior promptly with positive interactions. Examples include: teacher and student mediation, in-school suspension, parent-student shadow days, written student reflections and campus community service.

All students receive behavioral supports at the Tier 1 level through a school-wide Positive Behavior Support System representing universal practices. At the Tier 2 level, more intensive support may be provided with mentoring programs, behavior support groups, and other interventions both in the classroom or outside the
classroom for students not responding to Tier 1 supports. If a student continues to struggle, the Multi-Tiered System of Support (“MTSS”) team will determine if there are specific individual interventions (Tier 3) necessary to address the student’s needs or if a referral to the Student Support and Progress Team is required. A Student Support and Progress Team referral may take place based on the need for individualized behavioral interventions but would also include a comprehensive review of the student’s needs academically, as well as social-emotionally. If, through the process, the Student Support and Progress Team suspects a disability, an assessment plan would be created in order to complete a comprehensive psycho-educational evaluation.

Campus community service may take place before, after or during the Charter School day. During the Charter School day, service would not prohibit a student time for lunch or remove them from instructional time.

Language translation and other necessary accommodations will be provided for students and parents, as needed, during any discipline conference, including the Discipline Review Panel.

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that they have many different roles beyond disciplinarian. Teachers work with their students to meet their individual needs. Teachers and students work together to identify common ground in the classroom, to ensure that learning can take place. Teachers are provided professional development on classroom management during summer professional development, and on-going throughout the Charter School year during weekly Professional Development. Professional Development includes data analysis, review of school policies, alignment of grade level teams on student expectations and de-escalation strategies. Disciplinary options available to teachers include: warnings, in-school detentions, parent-teacher communication, student conduct agreements, counseling referrals, written assignment or reflections, and discipline referral to the Principal. In-school detentions may take place during a student’s lunch period but would not prohibit a student time for eating lunch. As a general rule, any teacher may assign a Teacher Detention to a student for minor classroom misconduct (e.g., chewing gum, passing notes, making inappropriate noises, minor inappropriate conflicts with others). Minor inappropriate conflicts with others may be determined at the teacher’s discretion and include engaging in a verbal argument, inappropriate or disruptive banter or distracting others from the learning environment after multiple redirections of the behavior. Parents will be notified of a teacher detention directly from the teacher assigning the consequence or through the school-wide notification system. When a student has not responded to appropriate in-class interventions or there is a serious violation of the rules, he/she will be referred to the Principal. A serious violation includes any violation listed under the “Grounds for Suspension of Expulsion” section included below.

Administrative Detentions are typically held after school. During the detention period, students are to sit quietly. No activity such as listening to music or sleeping is permitted. The detention will consist of an activity (e.g., writing an assignment, sitting quietly in a classroom, assisting with cleaning the campus) that appropriately corresponds to the student’s misconduct that led to the detention. Students may also complete classroom assignments and homework or complete a reflection on their misconduct. School events, activities, or athletics are not valid reasons for missing an Administrative Detention. Once a student is issued an Administrative Detention, the student’s parent/guardian is notified by telephone by the Principal or designee. Administrative Detentions are held multiple days per week to allow students to serve their detention on a day that is convenient for the family. Ivy Academia uses a progressive discipline to intervene in student behavior.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student and/or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the

Updated: 2/7/19

Comprehensive School Safety Plan

Page 135
student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates disenrollment, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Intervention/consequence(s) are based on the age of the student, severity of the infraction, student discipline history, and administrator discretion. Any suspension may be reported to a college Admissions Office as part of both a student’s unofficial and official transcripts.

**In-School Suspension**

A student serving an in-school suspension reports to school at the regular time in compliance with Ivy Academia’s uniform dress code requirements as detailed in the Parent Teacher Student Handbook.

A. Ivy Academia uses an in-school suspension program as an alternative to at-home suspension. The intent is to encourage alternatives that lead to resolution of student misconduct without sending students off campus.

B. In-school suspension allows the Charter School to:
   1. Remove disruptive students from the general body.
   2. Consider students as being present for ADA purposes.
   3. Reduce the number of out-of-school suspensions.

C. Students may be assigned by the principal, or the principal’s designee, to a supervised classroom suspension for the entire period of suspension [not to exceed five (5) consecutive days] if the student poses no imminent danger or threat to the campus, other students, or staff. Students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded by law for in-school suspension. In addition, if an action to expel the student will be or has been initiated, an in-school suspension is not permitted in lieu of a suspension from school by the principal, or designee.

D. Guidelines for Supervised Classroom Suspension
   1. At the time a student is assigned to a supervised classroom suspension, a school employee shall notify, in person or by phone, the student’s parent. Whenever a student is assigned to a supervised classroom suspension, for longer than one (1) class period, the principal shall give the student a copy of the In-School Suspension notice, signed by the principal, or designee, to take home to their parent. School personnel will maintain In-School Suspension notices, along with any efforts to contact the parent.
   2. Students assigned to in-school suspension shall be separated from other students during the period of time for the suspension.
   3. Teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no classwork is assigned, the certificated staff supervising the in-school suspension shall assign schoolwork, or an opportunity for campus beautification.
   4. Students should have access to appropriate counseling services while serving in-school suspension.

**Grounds for Suspension and Expulsion**

**Suspension**

All suspend-able offenses are outlined in the Progressive Discipline Matrix located below.

**Expulsion**

All expel-able offenses are outlined in the Progressive Discipline Matrix located below.
<table>
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<tr>
<th>Student Infraction</th>
<th>Intervention/Consequence</th>
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</table>
| Caused physical injury on student. *Willful use of force or violence upon the person of another, not in self-defense. EC 48900(a)(1); 48915(a)(1) | - Parent conference  
- Suspension 1-5 days  
- Recommend for expulsion unless mitigated by particular circumstances  
- Notify Police  |
| Attempted to or threatened to cause physical injury on student or school personnel but caused no injury. EC 48900(a)(1) | - Parent Conference  
- SSPT/POLICE  
- Suspension 1-5 days (student) or suspension 3-5 days (school personnel)  
- May Recommend expulsion depending on prior discipline history or particular circumstances  
- Notify Police  |
| Assault or battery on school personnel. *EC 48915(a)(5), 44014(a)  
*May result in legal action against the pupil, parent or guardian. EC 44014(a)  
*Assault is the unlawful attempt, coupled with the present ability, to commit a violent injury. CA Penal Code section 240  
*Battery is defined as any willful and unlawful use of force or violence on a person. | - Parent conference - student mediation/conflict resolution with school personnel  
- Community service  
- Suspension 1-5 days  
- Recommend for expulsion unless mitigated by particular circumstances  
- Notify Police  |
| Brandishing a knife at another person EC 48915(c)(2) | - Notify Police  
- Suspension 5 days  
- Mandatory recommendation for expulsion  
- Retain Weapon  
- Parent conference  |
| Possessed, sold, or otherwise furnished any firearm. EC 48915(c)(1); possession of explosive. EC 48915(c)(5) | - Parent conference  
- Call Police  
- Suspension 5 days  
- Retain weapon  
- Mandatory recommendation for expulsion  |
| Initiating threatening calls, and/or written or oral threatening messages to school, i.e. bomb or terroristic threats, etc., EC 48900.7 | - Parent conference  
- Notify Police  
- Suspension 5 days  
- May recommend expulsion depending on ability, severity or intent  |
| Engaging in cyber bullying against other students or staff of to threaten district property, etc. EC 32261(f)(g) | - Parent conference  
- Notify Police  
- Suspension 5 days  
- May recommend for expulsion depending on grade level, ability, or intent  
- Exclude from BYOD/PTD  |
| Possession of knife* or other dangerous object of no reasonable use to the student as defined per Ed Code EC 48900(b), 48915(a)(2) | - Parent conference  
- Counselor/Student conference and referral  
- Suspension 1-5 days  
- Notify Police/Retain backpack  
- Retain weapon/object  
- Recommend for expulsion unless mitigated by particular circumstances  |
| Possession or use of a controlled substance (excluding less than 1 oz marijuana), an alcoholic beverage or intoxicant of any kind | -Parent conference  
- Counselor/Student conference  
- CSSSS referral  
- Suspension 3-5 days  
- Recommend for expulsion unless mitigated by particular circumstances |
| Selling a controlled substance Ec 48915(c)(3), 48900(c), Health & Safety Code 11053 et seq. | -Notify Police  
- Parent conference  
- Suspension 5 days  
- Mandatory recommendation for expulsion  
- Retain backpack |
| Unlawfully offering, arranging, or negotiating to sell a controlled substance, alcohol, or intoxicant of any kind, and delivering or furnishing another substance in its place. Ec 48900(d) | -Parent conference  
- Substance abuse group/ Counseling referral  
- Suspension 5 days  
- May recommend expulsion depending on prior discipline history or particular circumstances  
- Notify Police  
- Retain Backpack |
| Committed or attempted to commit robbery or extortion. Ec 48900(e) | -Notify Police  
- Parent conference  
- Suspension 1-5 days  
- Recommendation for expulsion |
| Fire setting, arson. Ec 48900(f) | Notify Fire Marshall  
- Parent conference  
- Counselor/Student conference  
- Suspension 1-5 days  
- May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances  
- Notify Police |
| Stolen or attempted to steal school property or private property. Ec 48900(g) | -Notify Police  
- Parent conference  
- Refer to Risk Management for costs/reimbursement of school property  
- Counseling referral  
- Suspension 1-5 days  
- May recommend expulsion depending upon prior discipline, severity, intent, and circumstances  
- Notify Police |
| Caused or attempted to cause damage to school property* or private property, including graffiti, tagging, etching, vandalism, etc. Ec 48900(f) | -Parent conference  
- Community Service 2 days and/or  
- Suspension 1-5 days  
- May recommend expulsion depending upon prior discipline, severity, intent, and circumstances  
- Notify Police |
| *May result in liability for damages against parent or guardian. Ec 48904 | -Parent conference  
- Suspension 1-5 days or  
- Afternoon/Evening School |
| Possession of drug paraphernalia. EC 48900(j) | Parent conference  
| Suspension 1-5 days |
| Possession of Imitation firearm. EC 48900(m) | Parent conference  
| Suspension 5 days  
| Contact Police  
| May recommend expulsion depending upon discipline history, severity, intent, and circumstances |
| Committed or attempted to commit a sexual assault or committed a sexual battery. EC 48900(n); 48915(c)(4) Penal Code Section 243.4 | Parent conference  
| Suspension 5 days  
| Mandatory recommendation for expulsion  
| Contact Police |
| Harassed, threatened, or intimidated a witness. EC 48900(o) | Parent conference  
| Suspension 1-5 days  
| Contact Police |
| Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p) | Parent conference  
| Suspension 5 days  
| Refer to Substance Abuse counseling |
| Knowingly received stolen school property or private property. EC 48900(l) | Parent conference  
| Suspension 1-5 days  
| Contact Police |
| Aiding or abetting infliction or attempted infliction of physical injury (cannot expel solely for this offense). EC 48900(s) | Parent conference  
| Refer to Anger management  
| Facilitated peer mediation  
| Suspension 1-5 days  
| Contact Police |
| Physical Sexual Harassment: Intentional and/or obvious unwelcome or offensive touching or sexual advances. Could include "de-pantsing". EC 48900.2, EC 212.5(c) | Parent conference  
| Suspension 1-5 days  
| Notify Police  
| May recommend expulsion depending upon discipline history, severity, intent, and circumstances |
| Any form of pornographic material, whether in written or electronic form. | Parent conference  
| Confiscate item  
| Suspension 1-5 days  
| Contact Police |
| Visual Sexual Harassment: Offensive posters, cards, cartoons, writing, graffiti, drawings, objects, or gestures. EC 48900.2, EC 212.5(c) | Parent conference  
| Suspension 1-5 days |
| Verbal sexual harassment: offensive comments, jokes or slurs, graphic verbal comments about an individual's body and graphic or verbal comments of a sexual nature. EC 48900.2, EC 212.5(c) | Parent conference  
| Suspension 1-5 days |
| An act of hate violence, i.e., any words or actions which reflect negatively on a person's disability, gender, nationality, race/ethnicity, religion, sexual orientation, or association with person/group with one or more of these characteristics. EC 48900.3 | Parent contact  
| Counselor/Student conference  
| Refer to CSSS  
| Suspension 1-5 days and/or  
<p>| Recommendation for expulsion |</p>
<table>
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<tr>
<th>Behavior</th>
<th>Consequences</th>
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| Continual threats, intimidating or menacing another student, hostile     | · Parent conference  
| environment, bullying, etc.                                              | · Suspension 1-5 days  
| EC 48900.4                                                               | · Notify Police  
|                                                                           | · May recommend expulsion depending upon discipline history, severity, intent,  
|                                                                           | and circumstances |
| Exhibiting pre-fight behavior such as name-calling, insults, challenging  | · Parent conference  
| to fight, squaring off, or using words likely to cause a physical        | · After School/Evening/Saturday Detention 1-5 Days |
| altercation, etc.                                                        |                                                                     |
| Violation of hands-off policy (i.e. pushing, grabbing, hitting, spitting, | · Parent conference  
| etc.) or no contact contract                                              | · Detention 1-5 days or  
|                                                                           | · Suspension 1-5 days |
| Gang gesturing/writing.                                                   | · Parent conference  
|                                                                           | · Evening detention 1-5 days or  
|                                                                           | · Suspension 1-5 days  
|                                                                           | · Contact Police |
| Use of electronic and/or signaling device. Laser Pen.                    | · Parent contact  
| EC 48901.5                                                               | · Confiscate device Parent must pick up item  
|                                                                           | · Detention 1-5 days |
| "No show" to detention assigned by an administrator.                     | · Parent conference  
|                                                                           | · Detentions are doubled if not served.  
|                                                                           | · Parent conference will occur.  
|                                                                           | · Afternoon/Evening Detention 1-5 days |
| Inappropriate use of school phone, cell phone, or public phone.          | · Parent conference  
|                                                                           | · Confiscate device Parent must pick up item  
|                                                                           | · Afternoon/Evening School |
| Possession of stink bomb, poppers, water balloons, squirt gun, etc.,     | · Parent Contact  
| water/food fights of any kind.                                           | · Confiscate device After-School Detention  
|                                                                           | · Parent must pick up item  
|                                                                           | · Community Service  
|                                                                           | · May suspend 1-5 days |
| Unauthorized area. Out of class without a pass. In classroom without    | · After school detention  
| staff member                                                             | · Parent conference |
| Buying or selling meal tickets, food, drinks, or any other unauthorized   | · Parent conference  
| material.                                                                | · Confiscate item  
|                                                                           | · Afternoon/Evening School |
| Falsifying or altering documents, misuse of passes, wrongful possession  | · Confiscate item  
| of school materials, etc.                                                | · Parent conference  
|                                                                           | · Detention 1-5 days and/or  
|                                                                           | · In School Suspension 1-2 days |
| Gambling in any form (pitching coins, dice, wagering with cards, etc.).   | · Parent conference  
|                                                                           | · Confiscate item  
|                                                                           | · Suspend 1-5 days  
|                                                                           | · Afternoon/Evening School  
|                                                                           | · Notify Police  
|                                                                           | · May suspend 1-5 days |
| Loitering/trespassing on another Ivy Academia campus.                     | · Warning  
|                                                                           | · Parent contact  
|                                                                           | · After-School Detention 1-5 days or  

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<tr>
<th>Violation</th>
<th>Action</th>
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| Violation of dress code as detailed in the Parent Teacher Student Handbook| · Student referral to office to change clothing  
· Parent contact  
· Admin Assigned Clothing (gently used or new uniform)  
· Detention 1-5 days or  
· Afternoon/Evening School 2 days                                    |
| Tampering with or signaling false fire alarm, fraudulent or unauthorized use of 911 | · Parent contact  
· Suspension 2 -5 days  
· Notify fire Marshall/ Police                                               |
| Possession or use of matches or lighter.                                  | · Parent contact  
· Confiscate item  
· Afternoon/Evening Detention 1-5 days or  
· Suspension 1-5 days                                                      |
| Habitually unprepared for class.                                         | · Parent contact by teacher  
· Parent conference  
· Daily agenda signed by parent  
· Detention 1-2 days                                                        |
| Habitual or egregious cheating.                                          | · Parent/teacher conference  
· Suspension 1-5 days                                                         |
| Reckless riding, continued defiance of bike rules, riding skateboards, roller skates, roller blades, scooters, etc. on school campus. | · Confiscate item  
· Parent must pick up item  
· After-school/evening detention 1-5 days or  
· Suspension 1-5 days                                                      |
| Misuse of computer network account and password; allowing another student to use a student's network account and password or using another student's network account. EC 48900(g) | · Parent contact  
· Afternoon/Evening School 1-2 days or  
· 1-2 days suspension  
· Suspend student's use of Internet for semester/year                       |
| Theft or unauthorized possession and/or use of a network account—theft of an account by watching another student or staff member log on, or by other means. EC 48900(g) | · Parent contact  
· Afternoon/Evening School 1-2 days or  
· 1-2 days suspension and/or  
· Suspend student's use of Internet for semester/year                         |
| Violation of computer and/or network security.                           | · Parent contact  
· After school reflective paper  
· Suspension 1-5 days or  
· Afternoon/Evening School 1-2 days  
· Remove student from use of Ivy Academia network for one semester/year       |
| Intimidating or menacing school personnel or students including hand gestures, written materials, or verbal comments, etc. | · Parent conference  
· Afternoon/Evening School 2 days or  
· Suspension 1-5 days  
· Recommend Expulsion                                                          |
| Hazing/initiation. EC 48900(q)                                           | · Parent conference  
· Suspension 1-5 days                                                        |
| Smoking, use, or possession of tobacco. EC 48900(h)                      | · Parent conference  
· Evening School 1-5 days or  
· Suspension 1-5 days                                                        |
| Tardy EC 48260 | Office referral · Detention or · Suspension 1-3 days · SART referral |
| Truancy (part or entire day) EC 48260 | Parent conference · Detention and/or Afternoon/Evening School or · In School Suspension 1-2 days · SART · Contact Police |
| Teacher Class Suspension EC 48910 | Use Ivy Academia suspension form · Includes required parent conference with individual teacher |
| Previous documented interventions Parent conference Office referral Provide work and missed instruction | |
| Off Campus without permission | Parent conference · Afternoon/Evening School or · Suspension · Notify Police |
| Disorderly Conduct on Bus | Warning letter · Parent Contact · Removal from bus |
| Driving Recklessly or failing to follow parking lot rules, arrows or signs | Parent conference · Suspension of Parking Permit/Revocation of Parent Permit (depending on the driver) and/or · Contact Police |
| Failure to Serve Detention | Parent conference by teacher · Double Detention or · Afternoon/Evening School |
| Cheating, Academic Dishonesty | Parent Teacher conference, Grade of zero · Referral to Admin, Parent contact, detentions, Afternoon/Evening School · As per habitual or egregious cheating may Suspend 1-5 days |
| Disruption during In-School Suspension | Parent Conference · Additional day of In-School · Suspension |
| Possession or use of nicotine or nicotine paraphernalia to include Electronic cigarettes. | Parent conference · Backpack check · Detention 1-5 days |

**Out-of-School Suspension Procedures**

Suspensions shall be initiated by an administrator or designee according to the following procedures:

- **Conference:** To ensure students due process, suspension shall be preceded by a conference conducted by the Principal or designee with the student and his/her parent, and whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Principal or designee of the student’s right to return to school for the purpose of a conference. Parents are notified via phone, written suspension notice, and in person, if possible. If the
conference occurs, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her. The student shall be given the opportunity to present his/her version and evidence in his/her defense in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days of the date that the Charter School received knowledge of the suspend-able offense, unless the pupil’s parent or legal guardian waives this right, expressly is unwilling to attend, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- Notice to Parents/Guardians: At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will state the date and time when the student may return to school. If the Principal or designee wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to the administrator the next school day. There will be no penalty to the student, should the parent fail to respond to this request.

Suspension is intended to remove the student from his/her peers and the class environment and may protect the student body as a whole from dangerous and disruptive behavior. Teachers will give the student assignments that he/she must complete. The maximum number of consecutive days a student may be suspended is five (5) days, unless the suspension is extended pending an expulsion hearing with Ivy Academia’s Discipline Review Panel. The maximum number of suspension days a student can receive within a school calendar year is twenty (20). Students may be recommended for expulsion prior to reaching twenty (20) days, if their actions pose a risk to either themselves or others (see Progressive Discipline Matrix above). For students on suspension pending an expulsion hearing, the Charter School will work directly with parents/guardians to facilitate the pick-up and delivery of academic work for each course through the Charter School’s Business Office. Work may be picked up and delivered on a daily basis, but this should occur at least once per week. Home schooling or the facilitation of an instructor to the student’s home for a designated amount of time per week will be utilized for students on an as-needed basis. School administration will arrange for students to take exams, both teacher-administered and state tests, in Ivy Academia’s Business Office under appropriate supervision, as needed.

**Expulsion Procedures**

A decision to expel a pupil shall be based any of the violations listed above in the Progressive Discipline Matrix, and/or finding of one or both of the following: (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2), due to the nature of the egregious act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

Upon an expulsion recommendation by the Principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference with the Executive Director or designee to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended pending an expulsion hearing. Students may utilize Interim Placement with LAUSD Student Discipline and Expulsion Support Unit while facing expulsion proceedings.
It is a federal mandate (Federal Gun Free Schools Act of 1994) that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. The following violations shall also result in an immediate suspension and a recommendation for expulsion:

- Brandishing a knife at another person,
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or the designee of the Principal,
- Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code)
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, including providing or selling narcotics of any kind (immediate expulsion) and
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 of the California Education Code or committing a sexual battery as defined in subdivision (n) of Section 48900 of the California Education Code.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the Principal or occurring within any other school district. That act may occur at any time, including, but not limited to 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity.

Each school year, the Charter School will create a standing committee of at least three members for its Discipline Review Panel (“DRP”), which is an advisory committee to the Principal or designee (Assistant Principal or Dean of Students) on student discipline-related issues. The DRP convenes when a student commits a serious violation of the discipline code that warrants expulsion or has broken the terms of his/her particular individualized student conduct agreement. The DRP is comprised of employees who are neither familiar with the case nor have interacted with the student; they are individuals from other grade levels (i.e. an elementary student would have teachers and/or administrators from the Middle and/or High School level serve on the DRP or vice-versa). The DRP will not include more than three staff members. The Principal or designee is the facilitator of the DRP and convenes a DRP conference when needed. Members of the DRP participate in this DRP conference by reviewing evidence, asking pertinent questions of the Principal, students and/or family member, discussing interventions, and make a recommendation for next steps. It is the responsibility of the Principal or designee to have available all pertinent materials for each gathering. The administrator or designee should schedule the DRP conference when the suspension paperwork is issued for a serious violation of the discipline code that warrants a recommendation for expulsion, or when the student has broken the terms of his/her particular individualized student conduct agreement. While it is important that all evidence is collected in advance of the DRP, the conference must occur before the student returns to school at the end of the review period. The DRP may recommend to the Principal or designee disciplinary action, terms of probation, suspension duration, and expulsion. The Principal considers the DRP’s recommendation and makes the final disciplinary decision or expulsion recommendation. While five (5) school days is the maximum initial suspension allowed; following the conference, suspension may be extended, pending the results of the DRP conference and the recommendation of the Principal, as the student does not return to campus while they are pending the expulsion hearing. Ivy Academia will ensure students receive an interim placement while facing expulsion proceedings.
As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Discipline Review Panel (DRP) following a hearing before it.

Students recommended for expulsion are entitled to a hearing to determine whether they should be expelled within the thirty (30) school days after the Principal or designee determines that the student will be recommended for expulsion. A hearing will be held even if a student does not request a hearing for purposes of creating a record that the expulsion was done in accordance with Ivy Academia procedures.

The DRP hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing at least three (3) days prior to the hearing.

Written notice will be mailed by the Principal or designee within 7 days of the conference and will include student identification information, a description of the alleged misconduct, the applicable expulsion provision as listed in the above matrix, student rights for due process, a description of the expulsion proceedings, the right to representation by counsel or advocate, the right for the meeting to be held in public session, the right to inspect and obtain all copies of documentation, the date and time of the hearing, and the right to request a postponement. Upon mailing the written notice, the Principal or designee’s responsibility, it shall be deemed served upon the pupil.

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

Within ten (10) school days after this hearing, the DRP facilitator (Administration) will provide the pupil/parent/guardian/authorized representative with the Findings of Fact, which will include a description of the outcome of the hearing. If the DRP recommends against expulsion, the pupil will be immediately reinstated and permitted to return to an instructional program. If the DRP confirms the Principal’s or designee’s recommendation for expulsion, the Findings of Fact will include an expulsion order, a rehabilitation plan, and any other recommendations the DRP determines to be appropriate. The rehabilitation plan typically requires a student to maintain satisfactory attendance, enrollment in a school setting, make academic progress, and not return to the Charter School campus from which they were expelled. Depending on the expellable offense, counseling may be recommended. A sample Findings of Fact template is available upon request. If a student is expelled, Ivy Academia will assist parents in finding a new placement for an expelled student by completing a referral form for Interim Placement with LAUSD Student Discipline and Expulsion Support Unit if they want their child to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement. Pupils who are expelled from Ivy Academia shall be given a rehabilitation plan upon expulsion as developed by Discipline Review Panel at the time of the expulsion order. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission. Upon request from a pupil’s parent or guardian, or a pupil who holds his or her own educational rights, the decision to readmit a pupil shall be made by the Discipline Review Panel. The DRP will determine whether the pupil has successfully completely the rehabilitation plan. The pupil’s readmission is also contingent upon the capacity of the Charter School at the time of the pupil seeks readmission. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, a complaining witness shall be given five days’ notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal
counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. These requirements shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. Further, in a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault or to have committed a sexual battery, evidence of specific instances of a complaining witness’ prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students/parents/guardians have the right to appeal suspensions and expulsions. To appeal a school suspension or in-school suspension, the parent or guardian shall submit a request in writing to the Executive Director no later than five (5) school days after the last day of the suspension. If requested, a suspension/expulsion appeal meeting will be held with the Executive Director and the student/parent/guardian. The ED will review the supporting documentation attached to the written appeal and hear the basis for the appeal from the student/parent/guardian/authorized representative. A decision will be made on the appeal based on a review of all evidence and the Finding of Facts within 10 calendar days from the date of the suspension/expulsion appeal meeting unless an extension is mutually agreed upon between the student/parent/guardian/authorized representative and the Executive Director. If denied, the student/parent/guardian/authorized representative may appeal this decision to the Ivy Academia Board of Directors within 10 calendar days of the denied appeal. An appeal hearing will be scheduled to be heard by the Board within 30 calendar days of receipt of the appeal to the Board. If the expulsion appeal goes to the Board, it will hold a closed session meeting to hear the appeal.

The Board will review all relevant materials including, but not exclusive to:
- All documents submitted during the DRP hearing by the student and the Charter School,
- The Findings of Fact and Expulsion Order,
- Appeal letter(s) to the Executive Director and Response, and
- Letter from parent requesting an appeal to the Board.

The scope of the Board’s review shall be limited to:
- Whether the DRP acted without or in excess of its jurisdiction;
- Whether there was a fair hearing;
- Whether there was a prejudicial abuse of discretion in the hearing; and
- Whether there is relevant and material evidence, which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

With the Finding of Facts, students/parents/guardians/authorized representatives are provided with support to find alternative placement. Ivy Academia connects parents/guardians with the appropriate contacts within LAUSD and LACOE and provides additional support as necessary to find alternative placement. Ivy Academia acts a liaison to the LAUSD Suspension and Expulsion Unit, as needed.
D. Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, Ivy Academia has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, will show an “S” next to the students’ name. The teacher can access the suspension by looking at the student’s incidents screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is confidential, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Executive Director and/or Deputy Executive Director regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.
E. Discrimination & Harassment Policy

Sexual Harassment Policy for Students (Refer also to Board Policy Section 42)

It shall be the policy of the Ivy Academia to provide an educational, employment, and work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and Federal statutes. Sexual harassment is unlawful and is prohibited between students, between employees and students, between supervisors and employees, between employees, and between non-employees and employees. Ivy Academia will not tolerate any conduct which is considered harassing, coercive or offensive, including sexual harassment. Violation of this policy by any student will result in disciplinary action up to and including expulsion. Each principal shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student’s emotional well-being at school. Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion. (EC48900.2) Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal as per the collective bargaining unit. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee with assistance of the Director of Student Support Services shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Executive Director or designee in accordance with the school’s uniform complaint procedures.

A. Definitions to be used for purposes of this Policy:

1. Sexual advances, (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
   a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual’s academic status or progress.
   b. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
   c. The conduct has the purpose or effect of having a negative impact on the individual’s academic performance, or of creating an intimidating, hostile or offensive educational environment.
environment.

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

2. Types of conduct which are prohibited in the district and which may constitute sexual
harassment include:

a. Unwelcome leering, sexual flirtations or propositions.
b. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or
sexually degrading descriptions.
c. Graphic verbal comments about an individual’s body, or overly personal conversation.
d. Sexual jokes, stories, drawings, pictures or gestures.
e. Spreading sexual rumors.
f. Teasing or sexual remarks about students enrolled in a predominately single–sex class.
g. Touching an individual’s body or clothes in a sexual way.
h. Purposefully limiting a student’s access to educational tools.
i. Cornering or blocking of normal movements.
j. Displaying sexually suggestive objects in the educational environment.
k. Any act of retaliation against an individual who reports a violation of the school’s sexual
harassment policy or who participates in the investigation of a sexual harassment complaint.
l. Limiting a student’s access to educational tools.

3. Sexual harassment is an unlawful practice in violation of Education Code §212.5.

4. Sexual harassment is a form of misconduct which undermines the integrity of the
students/student or student/educator relationship. No individual, either female or male, should
be subjected to sexual overtones or conduct, either verbal or physical. Sexual harassment does
not refer to occasional compliments of a socially acceptable nature. It refers to behavior which is
not welcome, which is personally offensive, which debilitates morale, and which therefore
interferes with educational and work effectiveness. Such harassment may include, but is not
limited to:

a. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes,
epithets, assault, touching, impending or blocking movement, leering, gestures, display of sexually
suggestive objects or pictures, or cartoons, or
b. Continued expression of sexual interest after being informed that the interest is
unwelcome, or

c. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative
response. This may include, but is not limited to, either implying or actually withholding support for
an appointment or change of assignment; suggestion of a poor performance report or failed
probation; either implying or actually withholding grades or credits earned or deserved; suggestion
of a poor performance evaluation or denial of a scholarship recommendation or college
application, or

d. Engaging in implicit or explicit coercive sexual behavior which is used to control,
influence, or affect the educational opportunities, grades, credits, and/or learning environment of
students, or

e. Offering favors for educational benefits in exchange for sexual favors. This may include
but is not limited to grades, credits, or promotions; favorable performance evaluations, assignments; or recommendations.

B. Communication of Policy with Students, Parents and Staff

A copy of the district’s sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980)
2. Be displayed in a prominent location near each school principal’s office and in other locations containing district rules and regulations (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school’s or district’s comprehensive rules, regulations, procedures and standards of conduct (Education Code 212.6)
5. Be provided to employees and employee organizations

C. Actions resulting from violation of policy

Students who act in violation of the sexual harassment policy and administrative regulations may be subject to disciplinary action up to and including expulsion. Such disciplinary action shall be in accordance with applicable policies and laws.

D. Confidentiality

Any person initiating a sexual harassment complaint, and other parties involved in the complaint, have a right to confidentiality. If the complaining party so desires, the investigation may be conducted in such a way that the person’s identity will not be disclosed. When confidentiality cannot be assured, the complaining party will be apprised of this fact before additional proceedings commence. Maintaining confidentiality may serve to make the investigation and/or resolution difficult or impossible and should be carefully considered before complete confidentiality is requested.

Legal Reference:

Civil Code
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

Education Code 200-262.4 Prohibition of discrimination on the basis of sex, especially:
212.5 Sexual harassment
212.6 Sexual harassment policy 230 Particular practices prohibited 48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct 48980 Notice at beginning of term

Complaint Procedures

These complaint procedures are specifically for actions that may constitute sexual harassment. A complaint and the results of the investigation shall be confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of policy to disclose the complaint or the nature of the investigation to others not involved in the investigation.
The initiation of a complaint of sexual harassment will not cause any reflection on the complainant or witnesses nor will it affect such as student’s grades, credits, or status in class.

A. Informal Resolution
When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the school’s uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

B. Formal Complaints Brought by Students and or Parents
If an aggrieved student is unable to communicate directly with the person whose conduct is offensive or if direct communication has been unavailing, the aggrieved student may file a formal complaint with the principal or designee.

Employees serving in supervisory or managerial positions who receive complaints or observe harassing conduct shall inform the Executive Director. The process will follow the Uniform Complaint Procedure Policy.

C. General Provisions for Filing a Complaint
A complaint shall be filed as soon as reasonably possible after the alleged sexual harassment/incident has occurred.

Complaint should be in writing and shall be filed with the principal/ site supervisor or designee. Any complaint received, whether in writing or not, shall be investigated.

The principal/supervisor or designee shall review the complaint and, as soon as reasonably possible after receipt of the complaint, the employee or other person accused of sexual harassment shall be informed of the nature of the complaint while being mindful of confidentiality as previously described.

The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation the principal or designee also may discuss the complaint with the following persons:

a. The Executive Director or designee
b. Dean of Student Support Services
c. The parent/guardian of the student who complained
d. The parent/guardian of the person accused of harassing someone
e. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth.

In reaching a decision about the complaint, the principal or designee may take into account:

a. Statements made by the persons identified above
b. The details and consistency of each person’s account
c. Evidence of how the complaining student reacted to the incident
d. Evidence of past instances of harassment by the accused person
To judge the severity of the harassment, the principal or designee may take into consideration:

- How the misconduct affected one or more students’ education
- The type, frequency and duration of the misconduct
- The number of persons involved.
- The age and sex of the person accused of harassment
- The subject(s) of harassment
- The place and situation where the incident occurred
- Other incidents at the school, including incidents of harassment that were not related to sex

D. Appealing Decisions

All decisions made under the uniform complaint procedure may be appealed by the aggrieved person or the accused person to the Executive Director or designee.

E. Continued Harassment Actions

Subsequent harassment actions will be subject to disciplinary action under EC 48900.2, which provides for suspension and possible recommendation for expulsion. Students who have alleged harassment will be protected.

F. At the conclusion of the investigation of the complaint, the principal/site supervisor or designee will report the results of the investigation to the complainant and the person accused of sexual harassment, within 20 days.

The principal or designee shall give the Executive Director or designee a written report of the complaint and investigation within 30 days. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment. The Director of Student Support Services shall keep a record of each incident and its disposition.

The principal or designee shall determine whether or not the student who complained is being further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

G. Confidentiality

Any person initiating a sexual harassment complaint, and other parties involved in the complaint, have a right to confidentiality. If the complaining party so desires the investigation may be conducted in such a way that the person’s identity will not be disclosed. When confidentiality cannot be assured, the complaining party will be apprised of this fact before additional proceedings commence. Maintaining confidentiality may serve to make the investigation and/or resolution difficult or impossible and should be carefully considered before complete confidentiality is requested.

H. Enforcement

The Executive Director or designee shall take appropriate actions to reinforce the school’s sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardians

Updated: 2/7/19

Comprehensive School Safety Plan
4 Notifying child protective services and law enforcement
5 Taking appropriate disciplinary action, up to and including expulsion.
6 The principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

The complainant may seek help from agencies such as legal assistance agencies, local mediation centers or the county office of education. Local resources includes:

- Legal Aid Society
- Dispute Resolution Center

The Ivy Academia Board of Directors is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all school activities.

The Executive Director or designee shall ensure that the school provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. Individuals with disabilities shall notify the principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

The Executive Director or designee shall notify students, parents/guardians, employee organizations and sources of referral of applicants for admission and employment about the district’s policy on nondiscrimination. Such notification shall be included in each announcement, bulletin or application form distributed to these groups.

The Executive Director or designee shall also provide information about related complaint procedures.

**Equal Employment Opportunity Is Our Policy**

Ivy is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act “FEHA”;

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Comprehensive School Safety Plan

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• Genetic information;
• Sexual orientation;
• Military and veteran status; or
• Any other consideration made unlawful by federal, state, or local laws.
• Ethnicity or ethnic group identification

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Ivy then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Ivy will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Ivy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Ivy’s policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; ethnicity and ethnic identification, military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Ivy does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When Ivy receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a
complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Ivy is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Ivy is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory
responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See the “Harassment/Discrimination/Retaliation Complaint Form” and the “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Ivy policy.
HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Ivy will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: __________________________ Date: __________________________

Date of Alleged Incident(s): __________________________

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

________________________________________________________________________

________________________________________________________________________

List any witnesses that were present: __________________________

________________________________________________________________________

Where did the incident(s) occur? __________________________
Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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INTERNAL COMPLAINT FORM

Your Name: _________________________________________ Date: ____________________________

Date of Alleged Incident(s): _____________________________________________________________

Name of Person(s) you have a complaint against: _____________________________________________
_____________________________________________________________________________________

List any witnesses that were present: _______________________________________________________
_____________________________________________________________________________________

Where did the incident(s) occur?
_____________________________________________________________________________________

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

__________________________________________         Date: ____________________
Signature of Complainant

__________________________________________
Print Name

To be completed by School:

Received by: ____________________________         Date: ____________________

Updated: 2/7/19

Comprehensive School Safety Plan
F. School-Wide Dress Code

IVY ACADEMIA DRESS CODE

*Ivy will provide 2 free iron-on/sewn-on logos for each child. Additional logos may be purchased from the site office manager.*
*Clothes may be purchased found at Target, Wal-Mart, Sears, JCPenney’s, Children’s Place, Dennis, or online.*
*There will be no PE Uniform for students in grades TK-6. They need to wear their regular uniform.*
*Students TK-12 wear Formal Attire every Wednesday (Well-Dressed Wednesday) and on Special Events.*
*No jeans*
*No hats may be worn to school unless they are solid colors with the Ivy logo. All hats and hoods are not allowed to be worn inside any building.*
*USED UNIFORMS may be donated to other students or dropped off at the main office. They may be requested from the site office manager. IPLG has periodic used uniform sales.*

OUTER WEAR
All cold weather jackets must be solid navy blue. No logos except Ivy. Sweaters, sweatshirts, jackets: choice of styles with or without Ivy logo:
- Navy V-neck sweater or V-neck vest
- Navy zip or button cardigan sweater
- Navy zip sweatshirt with or without hood
- Navy pullover, hooded sweatshirt
- Navy pullover, crew-necked sweatshirt
- Navy microfiber jacket
- Navy fleece zip front jacket

PUMA PRIDE FRIDAY
- Any Puma Pride shirt (sold in the main office. Proceeds go to athletic programs.)
- Ivy uniform pants, shorts, skort or skirt. NO JEANS!
- White, grey or navy socks
- Non-marking sole, lace-up or Velcro tennis shoes with closed toes and heels

IVY IS A UNIFORM SCHOOL. IF YOU CHOOSE TO SEND YOUR CHILD TO IVY, YOU MUST ABIDE BY THESE RULES.

PE CLOTHES

Ivy Students 7-12
Girls and Boys P.E. Wear:
- 7-12 Parents must assure students have the appropriate PE Uniform for safety reasons.
- 7-12 Grade students will be allowed and required to wear PE clothes during their PE Period. Students MUST dress out in an approved PE uniform for every PE Period, and MUST dress in to an approved Ivy uniform after their PE Period.
- P.E. Shirt:
  - Grey PE shirt with Ivy logo
- P.E. Shorts:
  - Navy mini mesh shorts with Ivy logo or navy sweatpants with or without Ivy logo
  - Socks
  - Non-marking sole, lace-up or Velcro tennis shoes with closed toes and heels

Ivy Ladies TK-12
Girls School Formal and Event Wear: Required
- Tucked in white oxford style dress shirt, long or short sleeved or white camp blouse with Ivy logo and
- K-3 navy cross-over tie or
- 4-12 solid navy redi-knot tie or navy 4 in hand tie
- Navy knee length straight or pleated skirt
- Navy skort
- Navy flat front or pleated front pants
- Navy flat front or pleated front shorts

Ivy Gentlemen TK-12
Boys School Formal and Event Wear: Required
- Tucked in white or broadcloth style dress shirt, long or short sleeved with Ivy logo and
- Solid navy tie or navy tie
- Pants: choice of style – (no jeans, cargo, jeggings, leggings or skinny pants)
  - Navy: flat front or pleated front
- Knee-length shorts: choice of style (no jeans or cargo)
  - Navy: flat front or pleated front
- White or navy knee-high socks, bobby socks or tights
- Solid black tennis shoes or dress shoes with closed toes and heels
- Black or navy crew socks
- Solid black tennis shoes or dress shoes with closed toes and heels
- Solid black dress belt

<table>
<thead>
<tr>
<th>Ivy Ladies TK-12 Girls Uniform: Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or navy polo shirt, long or short sleeved with Ivy logo or</td>
</tr>
<tr>
<td>White oxford or broad cloth style shirt, long or short sleeved or white camp blouse with Ivy logo</td>
</tr>
<tr>
<td>Skirts and skorts: choice of style</td>
</tr>
<tr>
<td>Navy knee length straight skirt</td>
</tr>
<tr>
<td>Navy knee length pleated skirt</td>
</tr>
<tr>
<td>Navy twill skort</td>
</tr>
<tr>
<td>Pants: choice of style (no jeans, cargo, jeggings, leggings or skinny pants)</td>
</tr>
<tr>
<td>Navy: flat front or pleated front</td>
</tr>
<tr>
<td>Knee-length shorts: choice of style (no jeans or cargo)</td>
</tr>
<tr>
<td>Navy: flat front or pleated front</td>
</tr>
<tr>
<td>White or navy socks</td>
</tr>
<tr>
<td>Non-marking sole, lace-up or Velcro tennis shoes with closed toes and heels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ivy Gentlemen TK-12 Boys Uniform: Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or navy polo shirt, long or short sleeved with Ivy logo or</td>
</tr>
<tr>
<td>White oxford or broadcloth style shirt, long or short sleeved with Ivy logo</td>
</tr>
<tr>
<td>Pants: choice of style – (no jeans, cargo, jeggings, leggings or skinny pants)</td>
</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Navy: flat front or pleated front</td>
</tr>
<tr>
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</tr>
<tr>
<td>Non-marking sole, lace-up or Velcro tennis shoes with closed toes and heels</td>
</tr>
</tbody>
</table>
**Dress Code and Free Dress**

There are occasions when Ivy students earn the privilege of wearing “free dress” to school. The rules are designed to make the campus safe and secure and to keep the dress code of our school appropriate. The following dress code is in effect on those days and at all school functions on or off the campus, unless other dress is specified. **These rules are also in effect when wearing school uniforms.**

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. Dress hemlines, shirt bottoms and pant cuffs must be neatly hemmed. Garments with frayed edges, torn or with holes are not appropriate for the school setting. Garments shall be sufficient to appropriately conceal undergarments at all times.

Articles of clothing, which display gang symbols, profanity or products and slogans which promote tobacco, alcohol, drugs; materially interfere with schoolwork; create disorder or disrupt the educational process are not allowed. No professional athletic team logos and names are permitted on hats, jerseys, shorts, and pants. University or college clothing is acceptable.

Metal accessories and jewelry, including exposed body piercing jewelry, pocket chains, studs, sharp jewelry or spikes, which presents a hazard to health or safety, are prohibited. Web belts with military style buckles or belts with emblem, engraving, initials, etc. are not permitted. Belts must be no longer than 6 inches after buckling. Oversized buckles or chains may not be worn. Wallets with chains are not permitted.

Oversized clothing is inappropriate and may create a safety hazard. Pants must stay up on the hips without the use of a belt and should not cover shoes. No clothing identifiable as gang attire or clothing the administration considers denoting gang involvement is permitted. Shorts that stop below the knee, worn with long white socks are considered gang attire and may not be worn. Socks should not be worn beyond mid-calf. There must be at least six inches of skin visible between the bottom of the pants and the top of the socks.

Beach wear, halter tops, tube tops, bare midriffs or chest, see-through or mesh outfits, off the shoulder blouses or blouses with thin straps are not appropriate or acceptable.

Shirts and blouses must sufficiently cover the chest, bosom and stomach.

Girls may wear tights with over garments that comply with dress code policy. Wearing tights with a t-shirt or sweatshirt is not considered an acceptable outfit.

Walking shorts are permitted and must be between mid-thigh and upper knee in length and not longer than below the knee. All sportswear-type shorts, bike shorts (spandex), frayed shorts, shorts with holes, or short-shorts are unacceptable.

Closed-toed shoes or athletic shoes must be worn at all times (No beach wear, flip-flops, open toe shoes, sandals, Crocs, Ugg's or combat boots).

Hats, caps, hoods and sun visors may be worn outside of offices and classrooms for protection from the sun. They may not be worn inside without special permission. They must be plain colors, without any symbols, logos emblems, pictures or lettering. They must be worn with the visor/bill end forward, not to the side or back. Students are not to wear hair rollers, bandanas, wave caps, sweatbands, hairnets, skull caps, or beanies. Items like this may be confiscated and will be returned only to parents.

No clothing promoting one race or religion over another is permitted.

Dresses or shorts may not be shorter than students hand length when arms are dropped by the side.

Students representing Ivy Academia off campus and in the community at-large are expected to dress appropriately for the event. The administration of Ivy reserves the right to change or modify the dress code at any time. Violations of the dress code will follow our discipline policy and may receive a detention or parents may need to bring appropriate uniform to school.
G. Safe Ingress and Egress

On Campus Visitors

Visitors to Ivy Academia must come to the front office and state their purpose for being on campus. They must be an adult and sign “in” and “out” at the office. Visitors to any Ivy campus must wear a visitor’s badge, as security is always a priority.

Non-students may not be on campus without permission. Students may not bring guests to school.

Ivy Academia would like to ask parents to limit visits to the campus to urgent matters only (including scheduled meetings). If a student forgets his lunch, it is the student’s responsibility to come to the front office. It is the student’s responsibility to bring their lunch to school every day. Parents may not interrupt instructional time.

Any parent wishing to speak to a teacher should call or email for an appointment. Parents with appointments within the school day must always check in through the front office.

Alumni

Ivy Academia High School Graduates/Alumni are always welcome at Ivy Academia. Alumni must sign in/out in the school office.

Closed Campus

Ivy Academia is a closed campus. This is for the safety and security of our students. Students are not allowed to leave during the day without permission; a parent or legal guardian must check them out, or the school must be in possession of written permission of parents or legal guardians. Students who are 18 years old may not leave campus.

Dismissal via note must occur with the note delivered on the day of dismissal; we will not maintain waiver notes for students to depart on non-specific days. Additionally, students may not leave the campus at the end of the day and return without written permission of parents and administration. Visitors are not allowed on campus without administrative approval.

Students should not be dropped off for school any earlier than 45 or more minutes before class starts at elementary and 30 or more minutes before class starts at secondary.

If a student is involved in an extracurricular activity, a sport or school service, he/she should be off campus 30 minutes after dismissal.

Entering and Exiting Campus

Parents/Guardians are required to:

- Provide a written authorization if someone other than the person(s) on the emergency list is picking up your child. Person must be 18 years or older and provide identification.
• Maintain updated emergency cards throughout the school year
• Check their students out (when students have permission to leave early) through the front office and have their students sign out.
• Check into the front office for approval prior to entering any classrooms or administrative offices.
• Do Not double-park in front of any dismissal areas, drive into the parking lots or block the driveways to drop off or pick up children.
• Follow site-specific drop-off/pickup rules.

Disruptive Parents

We welcome and encourage our parents to visit our school campuses, however parents that become disruptive may be asked to immediately leave the school campus pursuant to California Penal Code section 62.6. If the parent/guardian refuses to leave the school the staff will immediately contact law enforcement. Under Educational Code Section 44811, disruption by a parent or guardian or other person at a School or School sponsored activity is punishable, upon the first conviction, by a fine of not less than five hundred dollars ($500) and not more than one thousand dollars ($1000) or by imprisonment in a county jail for not more than one (1) year, or both.
H. Safe and Orderly Environment

School Mission Statement:

Supported by an active and unified community, Ivy Academia educates and empowers our students with rigorous academics and real-life entrepreneurial skills necessary to succeed in the 21st century.

Policies & Procedures on Positive School Climate

After analyzing data, resources, and desired areas of change, Ivy Academia has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

Component 1: People and Programs

Goal #1: Assure each student a safe, respectful, accepting, and emotionally nurturing environment.

Component 2: Places

Goal #1: Assure each student a safe physical environment

<table>
<thead>
<tr>
<th>Component 1 – People and Programs</th>
<th>Strategies to be Used</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Assure each student a safe, respectful, accepting, and emotionally nurturing environment.</td>
<td></td>
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<tr>
<td>Objective 1:</td>
<td>Write and adopt Anti-Bullying Policy, training, and implementation</td>
<td>Administrative, Classified, and Teaching</td>
</tr>
<tr>
<td>Objective 2:</td>
<td>Instruction on digital citizenship</td>
<td>Administrative and Teaching</td>
</tr>
<tr>
<td>Objective 3:</td>
<td>Establish a Safety Committee</td>
<td>Administrative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 2 - Place</th>
<th>Strategies to be Used</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Assure each student a safe physical environment</td>
<td></td>
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<tr>
<td>Objective 1:</td>
<td>Improve video coverage</td>
<td>Richie Suarez</td>
</tr>
<tr>
<td>Objective 2:</td>
<td>Improve radio system for communication</td>
<td>Administrative and security/yard staff</td>
</tr>
<tr>
<td>Objective 3:</td>
<td>Increase number fire extinguishers and emergency supplies in classrooms</td>
<td>Administrative</td>
</tr>
</tbody>
</table>
### Timeline of Major Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
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<tr>
<td>April</td>
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<tr>
<td>May</td>
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<td>June</td>
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<td>July</td>
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<td>August</td>
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<td>September</td>
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<td>October</td>
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<td>November</td>
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<td>December</td>
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<tr>
<td>January</td>
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<tr>
<td>February</td>
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</tbody>
</table>

### Funds or resources needed to support implementation

<table>
<thead>
<tr>
<th>Objective or Activity</th>
<th>Resource Needed</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
I. **School Rules and Procedures**
Parent, Teacher, Student Handbook is available on the Ivy Academia website (www.ivyacademia.com) under the Parents tab or by following this link:
### Comprehensive School Safety Plan Template

**Self-Monitoring Tool**

*California Education Code Sections 32280–32289*

<table>
<thead>
<tr>
<th>CSSP Requirements</th>
<th>Education Code</th>
<th>Located in Section</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan is written and developed by a school site council (SSC) or a safety planning committee.</strong> The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.</td>
<td>32281. (b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.</strong></td>
<td>32281. (b)(3)</td>
<td></td>
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<tr>
<td>✔ Identify tactical info.</td>
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<tr>
<td><strong>The Comprehensive School Safety Plan includes, but is not limited to:</strong></td>
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</tr>
<tr>
<td>a. An assessment of the current status of school crime committed on the school campus and at school-related functions.</td>
<td>32282. (a)(1)</td>
<td></td>
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<tr>
<td>You may accomplish this by reviewing the following types of information:</td>
<td></td>
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<tr>
<td>• Local law enforcement crime data</td>
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<tr>
<td>• Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System</td>
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<tr>
<td>• Behavior Referrals</td>
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<tr>
<td>• Attendance rates/School Attendance Review Board data</td>
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<tr>
<td>• California Healthy Kids Survey data</td>
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<tr>
<td>• School Improvement Plan</td>
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<tr>
<td>• Property Damage data</td>
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<tr>
<td>b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</td>
<td>32282. (a)(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The SSC/Planning Committee reviewed and addressed, as needed, the school’s procedures for complying with existing laws related to school safety.</strong></td>
<td>32282. (a)(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Comprehensive School Safety Plan must include all of the following:</strong></td>
<td>32282. (a)(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Child Abuse Reporting procedures</td>
<td>32282. (a)(2)(A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSSP Requirements</td>
<td>Educati on Code</td>
<td>Located in Section</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.</td>
<td>32282. (a)(2)(B )</td>
<td></td>
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<tr>
<td>i. Earthquake emergency procedures that include:</td>
<td></td>
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<tr>
<td>• A school building disaster plan</td>
<td>32282. (a)(2)(B )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A drop procedure</td>
<td>(i) (I-IV)</td>
<td></td>
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<tr>
<td>• Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools</td>
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<tr>
<td>• Protective measures to be taken before, during, and after an earthquake</td>
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<tr>
<td>• A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system</td>
<td></td>
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</tr>
<tr>
<td>ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.</td>
<td>32282. (a)(2)(B )(ii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Policies and procedures which lead to suspension and/or expulsion.</td>
<td>32282. (a)(2)(C )</td>
<td></td>
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<tr>
<td>D. Procedures to notify teachers of dangerous pupils.</td>
<td>32282. (a)(2)(D )</td>
<td></td>
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</tr>
<tr>
<td>E. Policy prohibiting discrimination, harassment, intimidation, and bullying.</td>
<td>32282. (a)(2)(E )</td>
<td></td>
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</tr>
<tr>
<td>F. Provisions of any school site dress code, including prohibition of “gang-related” apparel.</td>
<td>32282. (a)(2)(F )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus.</td>
<td>32282. (a)(2)(G )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Goals and plans that create a safe and orderly environment conducive to learning at the school.</td>
<td>32282. (a)(2)(H )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. The rules and procedures on school discipline.</td>
<td>32282. (a)(2)(I)</td>
<td></td>
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</tr>
<tr>
<td>J. Hate crime reporting procedures and policies.</td>
<td></td>
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</tr>
<tr>
<td><strong>CSSP Requirements</strong></td>
<td><strong>Education Code</strong></td>
<td><strong>Located in Section</strong></td>
<td><strong>Comments</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>The plan <strong>may</strong> include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.</td>
<td>32282. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plan <strong>may</strong> include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.</td>
<td>32284.</td>
<td></td>
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</tr>
<tr>
<td>The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.</td>
<td>32286</td>
<td></td>
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</tr>
<tr>
<td>The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.</td>
<td>32288</td>
<td></td>
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</tr>
<tr>
<td>The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.</td>
<td>32288. (b)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Public View version available for review during business hours. **NOTES:**  
- Remove Tactical Information from Public View copy.  
- Recommended review procedures:  
  i. ID check  
  ii. Staff present during review.  
  iii. No copies.  
- Do need to comply with a CA Public Information Act request. | 32288. (b)(2) | | |