ENVIRONMENTAL CHARTER MIDDLE SCHOOL - GARDENA

SAFE SCHOOLS PLAN

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I. Introductory Material

1.1 Safe Schools Plan Rationale

To meet our mission, we must create a learning environment that ensures students are safe, their health is protected and promoted,and their physical and emotional needs are met. Learning does not readily occur otherwise.

1.2 ECS Mission & Values

The ECS mission is to reimagine public education in low income communities of color to prepare conscious, critical thinkers who are equipped to graduate from college and create a more equitable and sustainable world.

VALUES:
JUSTICE - We examine bias, racism and prejudice. We deliver culturally-responsive curricula. We succeed when students' race and class cease to predict their level of achievement.[1]
COMMUNITY - We care. We collaborate. We respect the rights and voices of our stakeholders.
CURIOSITY - We question. We explore. We innovate.
SUSTAINABILITY - We think globally and act locally. We adapt. We encourage systems thinking to create a sustainable future.
LEADERSHIP - We listen. We think critically. We advocate. We shift public discourse. We are our own superheroes.

MISIÓN: Reimaginar la educación pública en comunidades de color y de bajos recursos para preparar pensadores críticos, conscientes y que están equipados para graduarse de la universidad y crear un mundo más equitativo y sostenible.

VALORES:
JUSTICIA – Examinamos la inclinación, racismo y el prejuicio. Entregamos currículos culturalmente sensibles. Tenemos éxito cuando los estudiantes dejan de predecir su nivel de logro.
COMUNIDAD - Nos importa. Nosotros colaboramos. Nosotros respetamos los derechos y las voces de nuestra comunidad.[1]
CURIOSIDAD - Nosotros cuestionamos. Nosotros exploramos. Nosotros innovamos.
SOSTENIBILIDAD - Pensamos globalmente y actuamos localmente. Nos adaptamos. Alentamos el pensamiento de sistemas para crear un futuro sostenible.
LIDERAZGO - Escuchamos. Pensamos críticamente. Nosotros abogamos. Cambiamos el discurso público. Somos nuestros propios superhéroes.

[1] Noguera, Pedro. "Keynote Address." Student Achievement Symposium , July 13, 2017. Almansor Court, Alhambra, CA.

1.3 Goals

ECS has four organizational goals:

1. Strengthen student outcomes
2. Pursue equity in student enrollment and achievement
3. Improve organizational and operational strength
4. Expand to meet stakeholder demand

1.4 Plan Organization

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects ECS' operations and facilities. The plan includes:

- ➔ Section 2: the way the plan is developed and revised.
- ➔ Section 3: policies, procedures and practices that are preventative.
- ➔ Section 4: emergency preparedness practices
- ➔ Section 5: emergency procedures
- ➔ Section 6: Incident Command Systems
- ➔ Appendix: Surveys, checklists and other resources

The ECS Master Safe School Plan delineates the policies and practices that are shared organization-wide. Content that is specific to each ECS school site is added by the school site. These sections are indicated by the phrase "Site Specific"

Priorities

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

- Protection of life
- Protection of the environment
- Protection of property
- Restoration of services

II. Plan Development

2.1 Stakeholder Involvement

To develop and revise the Safe Schools Plan input is gathered from school and community stakeholders. Administrators consult with families, students, teachers and staff members to establish areas of concern, determine how procedures or policies can be improved and determine annual goals for improving school safety. Representatives from law enforcement, fire departments and emergency/disaster planning agencies are contacted and invited to provide feedback on the plan. ECS also offers to coordinate use of its facilities with regional emergency planning agencies.

For periodic updates to this Plan, the home office of Environmental Charter Schools sought input from the Emergency Management Department of Los Angeles, the Red Cross, the Emergency Network of Los Angeles, the Los Angeles County Office of Emergency Management and the Strategic Integration division of the Los Angeles County Office of the Chief Executive Officer. ECS expressed a willingness to participate in regional emergency plans and offered use of ECS facilities. Plan development included a meeting of Site Engineers from all ECS sites to share best practices and strategies.

Each summer, the home office will consult with site leaders and campus engineers to consider improvements for the Safe School Plan. Each fall, site leaders will consult with stakeholders and gather input on how to improve safety on the school site and improve the Safe Schools Plan. Changes will be reviewed and approved by the Superintendent. A copy of the Safe Schools Plan, excluding any sensitive material, will be available in each school office for review by the public.

2.2 Safe Schools Planning Checklist

Section 32281	Plan Section #	Comments
(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each school site. (2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.	Section 2.1	As a small school district, we are not required to write this plan. However, we did involve stakeholders, including the principal or the principal's designee, teachers, parents and classified employees. This matches the membership of a School Safety Planning Committee as described in Education Code.
(b)(3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	Section 2.1	Administration consulted with the local law enforcement agency to discuss the safety plan and to establish a partnership to implement collaborative safety initiatives. Additionally, ECS reached out to emergency agencies below to inquire about school participation in emergency plans and offer site as resource in times of crisis:

		Emergency Management Dept LA Red Cross Emergency Network LA http://enla.org/contact-us/ LA County Office of Emergency management First Aid forms were reviewed and edited by an ER Nurse. ECS also created a Network Safety Plan, containing ECS network protocols, procedures, and communication templates to meet the ongoing needs of emergency situations.

Section 32282	Plan Section #	Comments
(a) The comprehensive school safety plan includes, but is not limited to all of the following:		

(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information: • Office Referrals • Attendance rates/SARB data • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Section 2.3	The data points that were reviewed and analyzed by our stakeholder groups include: ● California Healthy Kids Survey ● Suspension Data ● School Improvement Plan ● Local Crime Report
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	See Section III	
(A) Child Abuse Reporting Procedures	Section 3.11	Child reporting procedures are reviewed annually with staff members
(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following: (i) Earthquake emergency procedures that include: (I) a school building disaster plan	Sections IV & V Adaptations for students with specific needs: 2.5 Earthquake: Section	Campus engineers meet regularly with the school leadership team to modify and adapt emergency routines and procedures for all pupils, with a special emphasis for pupils with disabilities

	4.7a & 5.3d	ECS Network Safety Plan - Evacuation ECS Network Safety Plan - Bomb Threats ECS Network Safety Plan - Drills
Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; these may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes **(II)** a drop procedure (students and staff take cover) **dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools** (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Sections IV & V See Section 7.1 See Sections 4.7a, 5.3d, 7.2, 7.3b, 7.5 See Section 4.3a	ECS Network Safety Plan - Evacuation ECS Network Safety Plan - Bomb Threats ECS Network Safety Plan - Drills ECS Network Safety Plan - Weapons in School

Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.	See Section 6.2	
Suspension/Expulsion procedures	See Section 3.3	ECS Suspension Guidelines
Procedures to notify teachers of dangerous pupils	See Section 3.9	
Discrimination and Harassment Policy. Include hate crime reporting procedures and policies here. **Note:** The Legislature encourages safety plans to include bullying policies and procedures to the extent that resources are available. Assembly Bill 9 Ch. 723 requires that all schools have an anti-bullying policy and AB 746 covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.	See Sections 3.5 3.4 (bullying)	
Schoolwide Dress Code, if it exists, including prohibition of gang-related apparel	See Section 3.2b (Dress code)	
Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	See Section 3.12	
A safe and orderly environment conducive to learning at the school	See Section 3.2	

Rules and procedures on school discipline	See Section 3.3	ECS Suspension Guidelines
Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.		Campus Engineers from each ECS site met, shared best practices and identified areas for improvement
Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Keep an updated file of all non-sensitive safety- related plans and materials readily available for inspection by the public.	See Section 2.1	
The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the comprehensive school safety plan.	See Sections 3.2, 3.3 & 3.4	
Section 32282.1	**Plan Page #**	**Comments**
Schools are *encouraged* to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the school) ● Mental health professionals, school counselors ● Community intervention professionals ● School resource officers, police officers on campus		As a small single school district, we do not have school resource officers. Roles in an emergency are described in the plan. ECS Network Safety Plan -

		Emergency Response Teams
Section 32284	**Plan Page #**	**Comments**
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	See Sections 4.7c & 5.3l	
Section 32288	**Plan Section #**	**Comments**
Submit the plan to school district office or county office of education for approval	N/A	Submitted to Los Angeles County Office of Education by stated due date.
(b)(1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	N/A	As a “small school district” as defined by ARTICLE 5. School Safety Plans [32281 (d)(2), the specific requirements for School Site Council development of Safe Schools Plans does not apply to our LEA. However, stakeholders were part of the review and development of the plan

Section 51747	Plan Section #	Comments
Independent Study Transition During Emergencies (AB 130, Education Code Section 51747)	Section 4.8	

2.3 Assessments

The Safe School Plan development and update process includes an examination of data pertinent to school safety and climate, including:

- Climate survey data from students, staff and families
- Evaluation of hazards in the community
- Attendance data
- Referral Data
- Suspension/Expulsion data
- Enrollment data
- Disenrollment data
- Employee exit interviews
- Crime rates in neighboring communities
- Criminal incidents on campus (vandalism, theft, etc.)

2.4 Site Specific Goals

After stakeholder groups provide input and review assessment data, site specific safety goals are established. ECMS-G LCAP goal is to develop a school culture that supports student-learning outcomes, is responsive to stakeholder feedback, and ensures organizational sustainability. Our goals are:

1. To increase the percentage of staff who agree ECMS-G is a supportive and inviting place to work and that it is a safe place for students.
2. To increase the percentage of students who agree that ECMS-G is safe and that feel connected to ECMS-G
3. To increase the percentage of parents who agree that ECMS-G is a safe place for their child

2.5 Preparation and Mitigation for Students with Disabilities

Emergency planning and preparation must take into account the requirements of students with disabilities and other specific needs. These students include some special education students as well as general education students who may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

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

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

<u>Identification of Students with Specific Needs</u>
Each year, site administrators shall meet with office, supervision, 504, special education and counseling staff to compile a list of students with specific needs. During the course of the year, when students develop temporary physical challenges, injuries or issues that may not qualify them for special education services, but necessitate additional assistance during or immediately after an emergency, their names and specific needs should be added to the list. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

The list of students with specific needs can be entered into PowerSchool's "Emergency Conditions" field. Specific equipment and supplies needed to care for each student should be listed here as well. Periodically, the site administrator can print out an updated list.

Lists of students with specific needs should be kept in the School Emergency Response Box and reviewed with staff who are responsible for Search and Rescue Teams and the First Aid/Medical Teams. Both of these teams need to know the names and challenges faced by

these students as it directly impact the response actions of those teams. The following items should be stored in the School Emergency Response Box in folders marked “Confidential”: The Class schedules for students with specific needs should also be included, so that Search and Rescue Teams will know where to look for students.

Students with chronic conditions may require special or additional support from the Search and Rescue Team or First Aid/Medical Team. Information regarding required additional support should also be included in the folder.

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school’s emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs.

All students should participate in drills such that:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).
- Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team. If sites have a student who requires this assistance they should contact Home Office so additional training can be provided.

Schools with Elevators

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as

blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

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

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot go down stairs.
To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

When students with evacuation challenges are identified, the school will determine:

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used
- Where assistive evacuation equipment is kept

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

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

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

<u>Preparing to Shelter and Care for Students with Specific Needs</u>
Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be PowerSchool or in a 504 Plan, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may be needed to be stored for emergency use.

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

III. Prevention

3.1 Health & Nutrition

ECS recognizes the link between student health and learning and provides a comprehensive program to promote healthy eating and physical activity for ECS students. This program includes health education, physical activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, ECS works to promote staff wellness and to involve parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

It is the policy of Environmental Charter Schools (ECS) that:

- ECS will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing ECS-wide nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, ECS will participate in available federal school meal programs (including the National School Lunch Program Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).

- Schools will provide nutrition education and physical activity to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

National School Lunch

Meals served through the National School Lunch should:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Water

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Meal Schedules

The meal schedule will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;

- should schedule meal periods at appropriate times, e.g., lunch should be scheduled from 12 p.m. to 12:35 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in middle schools);

- will provide students access to hand washing or hand sanitizing before they eat meals or snacks

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the ECS's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually

In some cases, foods may be sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc. Sites must consult the ECS Local School Wellness Policy before selling food and beverages individually, as the food and beverages must meet nutrition and portion size standards.

Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the ECS Local School Wellness Policy nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. ECS will make available a list of ideas for acceptable fundraising activities.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The home office will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

Schools will not use foods or beverages as rewards for academic performance or good behavior, unless this practice is part of an IEP, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). ECS will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events, dances, or performances, will meet the nutrition standards for meals or for foods and beverages sold individually.

Nutrition Education and Promotion

Environmental Charter Schools aims to teach, encourage, and support healthy eating by students. Schools should include nutrition education and engage in nutrition promotion.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity. Toward that end:

- classroom health education will reinforce the knowledge and self- management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents

ECS will support parents' efforts to provide a healthy diet and daily physical activity for their children. Schools should encourage parents to pack healthy lunches and snacks. In addition, the home office/school will provide opportunities for parents to share their healthy food practices with others in the school community.

ECS will provide information about school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity through a website, newsletter, or other take- home materials, special events, homework.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually. School-based marketing of brands promoting predominantly low-nutrition foods and beverages

is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness

Environmental Charter Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Home office and sites will seek opportunities to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. This would include providing healthy foods and drinks when snacks or meals are provided to staff and facilitating opportunities for physical activity when possible.

Daily Physical Activity Opportunities

All middle school students, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical activity opportunities. Schools should discourage extended periods of inactivity and consider the developmental needs of students when scheduling.. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

All middle and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These

spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

3.2 Positive Safe School Environment

The Tribes Learning Community program is designed to create a safe and supportive community for students. Teachers include Tribes activities in their lessons to ensure that students feel included and learn the skills they need to be successful members of a learning community. Parent support of our Tribes Agreements at home will help students avoid disciplinary problems.

Environmental Charter Schools students are expected to follow the Five Tribes Agreements:

1. Attentive listening
2. Appreciations/No put downs
3. Right to Pass & Right to Participate
4. Mutual Respect
5. Mindfulness

In following the Five Tribes Agreements students will:

- Demonstrate respect for and cooperate with all adults at school.
- Treat schoolmates with respect, both in the classroom and on the playground.
- Be in class on time and prepared to do work.
- Complete all assignments in a timely manner, both in class and at home, to the best of their abilities.
- Follow all school rules and behavior codes, including no fighting, threatening, bullying or put-downs.
- Accept responsibilities and consequences for their choices.
- Contribute to creating an atmosphere where school is a place to feel safe and supported in the learning process.
- Deliver all home-school communications promptly.
- Treat our school environment with respect.
- Participate in classroom activities.

Each ECS school has clearly stated school rules and expectations. These are communicated to families during enrollment orientation, shared in each site's Parent/Guardian/Student Handbook, and posted on campus. All staff is expected to support students' compliance with school rules and expectations. As needed, teachers should provide developmentally appropriate instruction on School rules and/or expectations. Teachers' classroom practices should align with the Tribes Agreements and school rules.

School Wide Rules

1. Follow the Tribes Agreements:

    Attentive Listening
    Mutual Respect
    No Put Downs/Appreciations
    Right to Pass/Right to Participate
    Mindfulness

2. Follow all handbook/classroom rules and directions given by ECMS-G teacher/staff on campus. If directions are not followed, any teacher/staff may take disciplinary action.
3. Students must be in appropriate school uniform at all times on campus and field trips.
4. Students are responsible for keeping each classroom, computer cart, the patio, the courtyard, and all parts of campus clean. No spitting, littering or vandalism.
5. Students are expected to bring healthy food for snacks and meals. Students may not have candy, gum, soda or plastic bottles on campus.
6. All electronic devices must be powered off and put away on campus during school hours unless facilitated by a teacher for instructional purposes.
7. Students must have a pass to be out of their classrooms. Students may not be in any classroom, the educational building, or the parking lot without staff supervision.
8. In the educational building everyone must walk in appropriate areas, use quiet voices, take off hats, carry balls, and refrain from throwing objects.
9. Students are responsible for their own belongings. Don't touch other people's belongings without permission.
10. Students will maintain school appropriate physical contact at all times. Fighting and play fighting are strictly forbidden on campus.

3.2a See Something, Say Something.

At ECS all staff and students are responsible for creating and maintaining a safe school community. At all school sites, we will have conversations twice a year, where we will encourage students to stand-up when they see anyone violating tribes agreements (putting anyone down, excluding people, being disrespectful). We also encourage students to seek adult assistance when they see bullying or hateful speech on campus, on the way to school or on social media, and we intervene when this is reported. We will have conversations with students wherein we will encourage them to stand up for their peers when they see someone being attacked for who they are. We will talk about stereotypes, prejudice, discrimination and the negative impact they have on our school communities. Staff will encourage students to seek adult assistance immediately if/when they hear that another student has a weapon or a plan that may negatively impact anyone's safety.

3.2b Dress Code

Each ECS school has a dress code. Dress code supports a safe school climate by ensuring students are dressed in clothing appropriate to the project-work that is a key part of the ECS educational program. It also helps the ECS community differentiate between ECS students and other youths when our students are traveling to and from school or when they are on field trips. Site dress codes are designed to prohibit gang-related apparel to prevent students from attracting attention from gang-members who may live in the surrounding neighborhoods and to discourage gang-related activity on campus.

ECS School Sites' Dress codes are enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal.

Dress code is plain, solid-colored polo shirts and plain pants or shorts. All clothing must fit comfortably, so it does not interfere with students' ability to jump, run, and climb.

Shirt: White, Black, Lime Green, and Teal polo or knitted style shirt with short or long sleeves.

Outerwear: Jackets, sweaters or sweatshirts must be solid colors and free of logos: White, Black, Lime Green, Teal, only. Uniform must be visible under the outerwear.

Bottom: Black, Khaki, or Grey skorts/shorts, chinos, dress pants, and black or grey jeans only. Blue denim jeans are not allowed.

Shoes: Flat, comfortable, and closed-toed. Students need to be able to run in their shoes. No wheeled shoes.

Other Rules and Regulations:

- Pants cannot fall below the waist, be baggy or sag, and may not contain designs.
- Pants must be free of tears, slits, or rips.
- No sweat pants, Dickies, or blue denim jeans.
- Black leggings/jeggings may be worn only with shorts or skirts.
- Skirts, shorts, and skorts must be knee length.
- Belts: solid black, brown or blue, no adornment on belt or buckle.
- Students should wear flat, comfortable, closed-toed shoes.
- Students not in uniform will not be permitted to attend field trips.
- No bandanas or 'do-rags'.
- The wearing of hoods, hats and beanies is not allowed inside the school.
- Outerwear should be free of logos.
- Plain sun hats are allowed on the playground.
- Perfumes, colognes, scented body sprays and scented lotions may not be brought to school. Students may apply them before coming to school, and, if they wish, use unscented deodorants or lotions at school.

This dress code increases students' safety while on the way to school and at school by not allowing clothing that is perceived to be gang-related in our community. For example, the color red is not allowed. Logos and words are not allowed. There are some words or place names that may be associated with gang affiliation.

3.2c Social Emotional Supports

Each ECS school has an advisory program, which is designed to develop relationships between teachers and staff. Advisory provides at time for teachers to check in on students' social emotional well being and provide academic progress monitoring. Advisors help each student discover their goals and choose a learning path.

In addition to advisory, every ECS site has a counseling department, with at least one full time counselor. It is the counselor's role to facilitate additional resources for students. As needed, students may be recommended to seek care from an outside mental health agency depending on need. With student consent, parents/guardians of students recommended to receive such services will be informed prior to the student receiving these services.

3.3 Progressive Discipline Process

The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. ECS supports student behavior through our Tribes social emotional program, counseling services and an engaging and developmentally appropriate educational program.

ECS's progressive discipline policy provides a progression of interventions that accompany each successive disciplinary referral. When a student receives a disciplinary referral they meet with the principal, assistant principal or counselor and reflect on their actions, take a cooling- off period, and receive help in resolving ongoing issues. School activities and privileges may be revoked as a consequence with any referral. When a student violates classroom rules, teachers use interventions, such as verbal reminders, moving a student's seat, one on one after class conversations, or a phone call home. After documenting four interventions, including a phone call home, teachers issue students a disciplinary referral.

For highly disruptive or unsafe behaviors, students can receive an immediate referral. More serious school violations, include, but are not limited to:

- Physical violence
- Threatening others
- Vandalism
- Jeopardizing the safety of others
- Theft any other illegal or dangerous activities

These violations may result in immediate suspension or referral for expulsion.

Suspension/Expulsion Procedures

Since the Suspension/Expulsion Procedures can have an extremely significant impact on both the student and the school, ECMS adheres to the following guidelines.

Grounds for Suspension and Expulsion
ECMS's rules and procedures for suspension and expulsion are intended to afford students due process rights. The decision to recommend suspension or expulsion of a student will be at the discretion of the Administrator or the administrative designees. A student may be suspended or expelled for any of the acts that are enumerated in this section and that are related to school activities of any kind. These acts may occur:

- While on school grounds
- While going to or coming from school
- During, or while going to or coming from, a school-sponsored activity

A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent or Principal of the school in which the pupil is enrolled determines that the pupil has:

- Recklessly caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless in the case of possession of any object of this type, the people had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal, or the designee of the Principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code (commencing with §11053), an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commending with §11053) of Division 10 of the Health and Safety code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Recklessly caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, e-cigarettes, vaporizers, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold drug, alcohol, or tobacco.
- Engaged in, or attempted to engage in hazing.
- Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.
- Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils
- Made terroristic threats against school officials and or school property.

Mandatory Grounds for Suspension/Expulsion
If the Superintendent or Principal determines that a student committed one of the following acts at school or at a school activity off school grounds:

1. Possessing, selling or furnishing a firearm
2. Brandishing a knife at another person
3. Selling a controlled substance
4. Committing or attempting to commit sexual assault or committing sexual battery
5. Possession of an explosive

Procedures for Suspension and/or Expulsion and Rights of Students Ensuring Due Process

Informal Conference
When a situation involving a student arises that calls for suspension, an informal conference will be conducted by the administrative staff and will include the student and the student's parents/guardians. In the case of an emergency situation, where a clear and present danger exists that threatens the health and safety of students or school personnel, the student may be suspended without a conference. Should a student be suspended without a conference, the parent/guardian will be notified of the suspension and a conference will be held as soon thereafter as reasonably possible.

Notice to Parents/Guardians
At the time a suspension is recommended, a member of the administrative staff or designated personnel will make reasonable attempts to contact the parent/guardian immediately via telephone. If the parent cannot be reached immediately by telephone, staff will continue to follow up throughout the day or attempt to contact the parent in person (for example, when the parent picks the student up from school). In addition, a written notification will be sent home promptly. The written notice will detail the incident and specify the grounds for suspension, including the recommended date(s) of suspension. The notice will request a conference with the parents/guardians, if one has not already been conducted, and will require parents/guardians to respond to this request immediately.

Length of Suspension
The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days.

Provisions for Students' Education While Suspended
ECMS will make all reasonable arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.

Administrative Hearing
Upon a suspension that may lead to a recommendation by the Principal or designee for expulsion, the pupil and the pupil's guardian or representative will be invited to an administrative hearing to determine if the suspension for the pupil should be extended pending an expulsion hearing.

Expulsion Hearing
The decision to recommend expulsion of a student will be at the discretion of the Principal or the administrative designees, while the decision for expulsion rests with the ECS Board-appointed Expulsion Committee. Students may be recommended for expulsion if any of the following conditions exists:

- Repeated violations persist and other means of correction have been unsuccessful in bringing about an improvement in behavior.
- The severity of the violation is such that the presence of the student poses a continuing threat to the health and safety of the student or others.
- Possessing, selling or furnishing a firearm.
- It is a federal mandate 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.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the administrative staff determines that the student committed an act subject to expulsion. The hearing will be presided over by a fair and impartial panel of representatives assigned by the ECS Board of Directors.

Written notice of the hearing will be forwarded to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice will include:

a) The date, time and place of the hearing.
b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
c) A copy of ECMS-G's disciplinary rules that relate to the alleged violation.
d) The opportunity for the student or the student's parent to appear in person at the hearing.
e) Parent's right to review all evidence and question witnesses.
f) Parent and student due process rights.
g) Parent has a right to be represented by an attorney.
h) Parent has a right to bring witness, written statements, written documents
i) Notice of the student or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with ECMS.

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

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Principal or designee to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Written Notice to Expel

The Principal or designee, following a decision of the ECS Board Expulsion Committee to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and Expulsion"
2) Notice of the right to appeal the expulsion. Expulsion appeals shall be brought the ECS Board of Directors.
3) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the ECMS
4) Rehabilitation Plan

The ECMS Principal or Designee shall send written notice of the decision to expel to the Student's district of residence and the Los Angeles County Office of Education (LACOE). This notice shall include the following:

a) The student's name
b) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension or Expulsion."
c) Rehabilitation Plan

Rehabilitation
Pupils who are expelled from ECMS shall be given a rehabilitation plan upon expulsion as developed by the ECS board appointed Expulsion Committee at the time of the expulsion order, which order may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ECMS for readmission.

Alternative Educational Programs for Expelled Students
If a decision is made to expel a student from ECMS, the school will work cooperatively with the student's district of residence (Student Discipline Proceedings Unit for former LAUSD students) and/or county to assist with the educational placement of the expelled student. As permitted by law, ECMS will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

Readmission
The decision to readmit a previously expelled pupil shall be at the sole discretion of the Principal, based upon the pupil's successful completion of their Rehabilitation Plan. If the Principal determines that the pupil has not met the criteria for readmission, the parent may appeal this decision to the ECS Board of Directors' designated expulsion committee. The pupil's readmission is also contingent upon the capacity of ECMS-G at the time the pupil seeks readmission.

Suspension and Expulsion Periodic Review
The ECS Board of Directors or a committee appointed by the Board will hold an annual review of the Suspension and Expulsion Procedures to make sure that the policies and procedures. During the review, the Board of Directors and/or a committee appointed by the Board will make any necessary modifications to the list of offenses for which students are subject to suspension or expulsion.

Discipline of Students with Disabilities
In the case of students with disabilities, ECMS will comply with the discipline procedures as set forth in the Individuals with Disabilities Education Act (IDEA). For students who receive special education

services, the maximum number of suspension days cannot exceed a total of 10 school days in a school year. ECMS will follow IEP components in terms of student discipline. ECMS will work with the Special Education Program Coordinator within the Local District Office that serves its geographical area if it is determined that an alternative placement is in order.

Discipline of Students with 504 Plans
Students with Section 504 Plans will be afforded the following protections: As the 504 student's cumulative suspensions approach a total of 10 days, the Student Success Team must meet to hold a re-evaluation meeting. The purpose of this meeting is to determine whether the misconduct of the student is caused by the student's disabling condition and whether the student's current educational placement is appropriate. If the student's Section 504 Plan and placement are appropriate, and if it is determined that the behavior is not the result of the student's disabling condition, the school may proceed in the same manner as it would with non-disabled students.

3.4 Anti-Bullying

Environmental Charter Schools believes that all students have a right to a safe and healthy school environment. Our organization, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. Furthermore, the ECS Board believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and social-emotional development, and therefore the prevention and effective disposition of bullying are fundamental to achieving ECS's mission and vision.

Environmental Charter Schools will not tolerate behavior, such as intimidation, harassment or bullying, that infringes on the safety and well being of any student. Acts of discrimination, harassment, intimidation, and bullying based on actual or perceived disability, gender, gender identity, gender expression, immigration status, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities, or association with a person or group with one or more of these actual or perceived characteristics, are prohibited under this policy.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Bullying can occur via electronic communication or social media (cyberbullying).

Environmental Charter Schools expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation

To ensure bullying does not occur on school campuses, Environmental Charter Schools will provide staff development training in bullying prevention and in strategies to cultivate acceptance and understanding in all students and staff. Environmental Charter Schools actively work to establish a safe and caring school culture where students are respected for their differences. This work includes stating clear expectations for student behavior and modeling, teaching and practicing these expected behaviors, including using lessons and strategies from Tribes TLC, a research-based process that builds a safe and healthy learning environment.

Teachers should discuss our anti-bullying policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. The CDE Bullying Module is available to all staff on ECS Google Drive at http://bit.ly/cdebullyingmodule. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Hate Motivated Incident

A “hate-motivated incident” is an act or attempted act which constitutes an expression of hostility against a person, property, or institution because of the target’s real or perceived protected characteristics. This may include using bigoted insults, taunts, or slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

A “hate-motivated crime” is a “hate-motivated incident” that has been investigated by law enforcement and determined to be criminal in nature and a violation of the law. This includes any criminal action that manifests evidence of hostility toward the target because of his or her actual or perceived protected characteristics. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings. This also includes threats or hate mail sent by electronic communication.

Under California law, for a crime to be considered a hate crime, a number of specific criteria must all be met as defined in the California Code. Federal law differs in certain respects from state law. In California, for a crime to be considered a “hate crime” and for the penalty enhancement provisions of the law to take effect, a prosecutor must prove that the motivation of the perpetrator in committing the crime was bias against a person or persons in a protected category, and that this bias was a “substantial factor” (and not an incidental factor) in the crime.

Hate incidents are considerably more common on campuses than hate crimes. Unlike hate crimes, there is no formal legal definition for a hate incident. They are generally the same types of behaviors and crimes as described above except that one or more of the formal legal criteria described above are not met. Regardless, the victims tend to experience the same range of emotions and benefit from the same level of caring response.

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Document hate-motivated incident/hate crime and share with ECS Human Resources.
- Develop and implement educational programs and activities that foster human relations skills
- And combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

3.5 Discrimination and Harassment Policy

ECS is determined to provide employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Environmental Charter School is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available persons in every job. ECS policy prohibits unlawful discrimination based on race, color, creed, religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, age, national origin or ancestry, citizenship, sexual orientation, physical or mental disability, medical condition (including cancer or a record or history of cancer, and genetic characteristics), sex (including pregnancy, childbirth, breastfeeding, or related medical condition), genetic characteristics or information, gender (including gender identity or gender expression), military status, veteran status, or any other consideration made unlawful by federal, state or local laws. All such discrimination is unlawful.

ECS also prohibits discrimination against any employee (including supervisors, co-workers and volunteers) or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

Prohibited discrimination on the basis of religious creed includes discrimination based on an

employee's or job applicant's religious belief or observance, including religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes ECS's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, ECS shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition. Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

ECS also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the ECS's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)
Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated. Human Resources acts as the coordinator for nondiscrimination in employment. Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to Human Resources as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. ECS shall protect any employee who does report such incidents from retaliation.

Training and information shall be provided to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the ECS's policies and regulations regarding discrimination. The ECS Board shall regularly review ECS's employment practices and, as necessary, shall take action to ensure compliance with nondiscrimination laws.

3.6 Complaint Procedures

ECS embraces an open door approach and feedback is always welcome. Student, family, employee and community complaints, questions and suggestions are of concern to ECS. ECS values input and works to ensure ECS Community members feel free to raise issues of concern, in good faith, without the fear of retaliation.

Employees are encouraged to take their concerns first to their manager, following these steps:

1. Within 24 hours of the occurrence, bring the situation to the attention of an administrator who will then investigate and attempt to provide a solution or explanation.
2. If the problem is not resolved, you may present the problem in writing to the Superintendent who will attempt to reach a final resolution.

If a concern is classroom-related, families are encouraged to take their concerns to their child's teacher. For other concerns, contact an administrator. Teachers and administrators can be reached via email or phone. Written messages can also be left in the office. An Informal Complaint form is available in the office to help families share concerns (see appendix). If a teacher or staff member is unable to resolve the concern, families members should contact the Principal. If the Principal is unable to resolve the concern, families should contact the Superintendent.

Students are encouraged to take their concerns first to the individual involved. A student can ask for the support of a teacher or other staff member if they need support approaching the individual. If the situation feels unsafe, students should bring their concern to a teacher, counselor or administrator. An Informal Complaint form is available in the office to help students share concerns. If a teacher or staff member is unable to resolve the concern, students should contact the Principal. If the Principal is unable to resolve the concern, families should contact the Superintendent.

Community Members are encouraged to report concerns via telephone or by filling in a complaint form. If their concern is not resolved, they should contact the principal. If the principal does not resolve their concern, they should contact the Superintendent.

3.7 Uniform Complaint Procedure

Scope

Environmental Charter Schools' ("ECS") policy is to comply with applicable federal and state laws and regulations. ECS is a 501(c)(3) public benefit corporation operating four local education agencies (Environmental Charter High, Environmental Charter Middle School Gardena and Environmental Charter Middle School Inglewood, Environmental Charter High - Gardena) and is the primary entity responsible for compliance with federal and state laws and regulations governing educational programs.

It is the policy of ECS to maintain a positive and productive working and educational environment. ECS does not discriminate on the basis of disability, gender, gender identity, gender expression, immigration status, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that

is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities.

Most issues are best handled informally and the Board encourages the early resolution of complaints at the site level whenever possible. If you have a concern, you can always come and talk to an administrator at your ECS school. If you find that for some reason this informal resolution is not adequate, you can follow our formal complaint policy and procedure set out herein.

Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing as ECS investigates and seeks to resolve the following types of complaints:

1. Complaints of discrimination, harassment, intimidation, or bullying against any protected group as identified in California Education Code (EC) sections 200 and 220 and Government Code section 11135 including any actual or perceived characteristics as set forth in Penal Code section 422.55, on the basis of disability, gender, gender identity, gender expression, immigration status, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any ECS program or activity.; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to:
    a. Special Education,
    b. Title II, Title IX
    c. Section 504 of the Rehabilitation Act,
    d. Consolidated Categorical Aid,
    e. No Child Left Behind,
    f. After School Education and Safety,
    g. English Learner Programs
    h. Local Control and Accountability Plans (LCAP)
    i. School Safety Plans
    j. Child Nutrition
    k. Compensatory Education
    l. Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
    m. Pupil Fees
    n. Reasonable Accommodations to a Lactating Pupil

Uniform Complaint Procedures shall also be used to address any complaint alleging ECS' noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. ECS will attempt in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint. (5 CCR 4600(u)) A pupil fee

complaint shall be filed no later than one year from the date the alleged violation occurred. (5 CCR 4630(c) (2))

Uniform Complaint Procedures shall also be used to address any complaint alleging that ECS has not complied with legal requirements related to the implementation of the Local Control and Accountability Plan.

In addition, the UCP may resolve complaints of noncompliance with laws related to accommodations for lactating students, educational rights of foster youth and homeless students, assignment of students to courses without educational content, as specified below:

1. Any complaint alleging ECS noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student.
2. Any complaint, by or on behalf of any student who is a foster youth, alleging ECS noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the ECS educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from ECS Board-imposed graduation requirements.
3. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging ECS noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from ECS Board-imposed graduation requirements.
4. Any complaint, by or on behalf of a former juvenile court school student who transfers into ECS after his/her second year of high school, alleging ECS noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from ECS Board-imposed graduation requirements
5. Any complaint alleging ECS noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions.

ECS acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the HR Department or designee on a case-by-case basis.

ECS prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The ECS Governing Board designates the following compliance officer(s) to receive and investigate complaints and to ensure ECS's compliance with law:

Human Resources Department:

1. Director of Human Resources Sarah Jamieson

2. Human Resources Coordinator: Erika Alatorre

Office Address and Contact Information:

Environmental Charter Schools
2625 Manhattan Beach Blvd, Suite 100
Redondo Beach, CA 90278
Phone: 310-214-3408 Fax: 424-456-7439
Email: human_resources@ecsonline.org

The HR Department, or designee, shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the HR Department or designee.

Notifications

The Superintendent in concert with each school site's Principal or designee shall annually provide written notification of ECS's uniform complaint procedures to students, employees, parents/guardians, the Governing Board, appropriate private officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying. The Superintendent in concert with each school site's Principal or designee shall make available copies of ECS' uniform complaint procedures available free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take the complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.
4. Include statements that:
    a. ECS is primarily responsible for compliance with state and federal laws and regulations;

b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;
c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;
d. The complainant has a right to appeal ECS' decision to the CDE by filing a written appeal within 15 days of receiving ECS' decision; and
e. The appeal to the CDE must include a copy of the complaint filed with ECS and a copy of ECS' decision.

Procedures

The following procedures shall be used to address all complaints that allege ECS has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by ECS.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, ECS staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend ECS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide ECS' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.
ECS' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response
OPTION 1:-- Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of ECS' investigation and decision, as described in Step #5 below, within 60 days of ECS' receipt of the complaint.
OPTION 2:-- Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of ECS' investigation and decision, as described in Step #5 below.

If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.
If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of ECS' initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5: Final Written Decision
ECS' decision shall be in writing and sent to the complainant. ECS' decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

- The findings of fact based on evidence gathered.
- The conclusion(s) of law.
- Disposition of the complaint.
- Rationale for such disposition.
- Corrective actions, if any are warranted.
- Notice of the complainant's right to appeal ECS' decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

For discrimination complaints arising under State law, the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education (CDE) before pursuing civil law remedies.

For discrimination complaints arising under Federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of ECS' expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with ECS' decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving ECS' decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of ECS' decision.

Upon notification by the CDE that the complainant has appealed ECS' decision, the Superintendent or designee shall forward the following documents to the CDE:

- A copy of the original complaint.
- A copy of the decision.
- A summary of the nature and extent of the investigation conducted by ECS, if not covered by the decision.
- A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
- A report of any action taken to resolve the complaint.
- A copy of ECS' complaint procedures.
- Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by ECS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650.5 CCR 4650 exists, including cases in which ECS has not taken action within 60 days of the date the complaint was filed with ECS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of ECS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if ECS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

3.8 Suicide Prevention

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students. ECS's programs shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

School sites may may offer families education or information that describes ECS's social-emotional development programming, the severity of the youth suicide problem, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness,and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the discretion of the Principal or Board of Directors, under the direction of a school Counselor and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stress or loss, family instability, and other factors
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
4. School and community resources and services
5. School procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

6. Materials approved by ECS for training shall include how to identify appropriate mental health services, both at the ECS site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the principal and school counselor. The principal or designee shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

When a suicide attempt or threat is reported, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
    a. Securing immediate medical treatment if a suicide attempt has occurred;
    b. Securing Psychological Evaluation Team (PET), law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the counselor, advisor, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. After a referral is made, school shall verify with the parent/guardian that the follow up treatment has been accessed. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, principal or designee shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, school may contact Department of Child and Family Services.
6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on an ECS school campus, the Principal or designee shall follow the crisis intervention procedures contained in school's safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with

information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

ECS Employees Acting Within Scope

Schools shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging an ECS school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Instruction

Instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

3.9 Positive Workplace Environment

ECS has developed policies and procedures to ensure a safe and productive workplace for all employees. These police and procedures are available in ECS Employee Handbook, which can be accessed digitally through our online human resources platform (e.g., PayCom) or by contacting Human Resources. The handbook includes guidance on diversity in the workplace, gender transition, unlawful harassment, and the ECS standard of conduct.

Notification of Teachers Regarding Dangerous Pupils

The site principal shall inform the school site teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written LEA records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further.

3.10 Mandates Ensuring Student Health & Safety

Tuberculosis

California State Law (Health & Safety Code section 121525) requires that all employees in public schools submit evidence of being free of active tuberculosis. The examination shall consist of a physician-signed risk assessment form stating that no risk factors are present OR a TB skin test OR the results of a chest X-ray, and must be repeated once every four years. It is the employee's responsibility and condition of employment to provide Human Resources with an updated TB skin test.

Reportable Diseases or Conditions

Schools are required to report occurrences of certain diseases to the Health Department. If you suspect you may need to make such a report, contact the Home Office, and we will help you determine if the incident is reportable (17 CCR § 2508)

Background Checks

ECS recognizes the importance of maintaining a safe workplace with employees and volunteers who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, co-workers or others. ECS may perform applicant background checks and employee investigations. As required by California or federal law, background checks and fingerprinting will be required of all job applicants and employees. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks and investigations may be performed by ECS in whole or in part at ECS' discretion. Any information obtained by ECS may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an employee.

Mandated Reporting of Child Abuse

The Board requires each employee to adhere to the Child Abuse and Neglect Reporting Act (Penal Code sections 11164-11174.3). Each employee who has knowledge of or observes a child in the employee's professional capacity or within the scope of employment when the employee knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone. Each employee then shall prepare and send a written report to the child protective agency within 36 hours of receiving the information concerning the incident.

California Penal Code 11165.7 includes but is not limited to defining a mandated reporter as one of the following:

- A teacher,
- An instructional aide,
- A teacher's aide or teacher's assistant employed by any public or private school,
- A classified employee of any public school,
- An administrative officer or supervisor of child welfare and attendance, or a
- certificated pupil personnel employee of any public or private school.
- An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.

California Penal Code 11166 States "...a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in their professional capacity or within the scope of their employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident." California Penal Code 11172 subdivision (e) gives mandated reporters who report suspected cases of child abuse absolute immunity, both civilly and criminally, for making such reports. However, any person who fails to report an instance of child abuse as required by the Child Abuse Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months or $1,000 or both.

ECS Employees receive annual training on mandated reporting responsibilities.

3.11 Child Abuse Reporting

All new hires complete the California Department of Social Services Mandated Reporter General Training before their start date. This online training is repeated annually with all employees. Completion certificates are returned to ECS Human Resources, who informs Site Administrators if an employee doesn't not complete the training by the deadline.

Responsibilities of the Administrator:

- Discuss the child abuse reporting policy in depth with all employees two times a year (at the beginning of each semester).
- Ensure all employees have completed the California Department of Social Services Mandated Reporter General Training
- Notify the Superintendent and Chief Operating Officer when an employee or volunteer is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, ECS personnel are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing

witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)

- Always take some form of administrative action with documentation when advised to "handle it administratively" by law enforcement or when law enforcement has completed its investigation.
- Maintain a confidential log of all known/reported child abuse cases.

Responsibilities of All Employees:

- View and pass the online Mandated Reporter General Training and submit completion certificate.
- Any ECS employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement 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.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- ECS policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that he/she knows of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

<u>Guidelines for Child Abuse Reporting:</u>

- Reportable victims include: child under the age of 18, and person over 18 years of age who is dependent upon others for care.
- Child abuse includes: physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that he/she/they was abused or an allegation of abuse is brought to the attention of any ECS employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or subsequent to making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.

- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which he or she knows or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.
- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable and no later than 36 hours after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Children and Family Services. The phone number is (800) 540-4000. In the case of sexual abuse the Police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department is notified as well (Penal Code 11165.9, 11166).
2. Written Report: As soon as practicable and no later than thirty-six (36) hours of knowing or observing the suspected child abuse information, the mandated reporter shall fill out a Suspected Child Abuse Report (SCAR), Form SS 8572 (Figure 1) located at https://mandreptla.org/. The form may either be sent via fax or submitted electronically to DCFS. The original form will be mail out to the DCFS to the address mentioned above and a copy should be retained with the mandated reporter for their files (Penal Code 11166, 11168). Staff members should maintain a copy for their records in a confidential file.

3.12 Safe Arrival & Departure

The primary objective of procedures for arriving at and leaving school is to ensure safety of students, staff and families. Procedures are also designed to protect the safety of our neighbors and limit the impact of our schools on the flow of traffic in the community. Arrival and departure should be regularly observed by Principal and/or designee to ensure process is safe and respectful to neighbors. Principal's presence also supports the authority of supervising staff members. Staff members guiding traffic should wear vests to make them visible.

Morning Drop Off

Students arriving at school on foot must enter through the pedestrian gate. Parents may not drop off on the curb.

Cars dropping off students should pull as far forward as guided by staff. Cars must pull to the right to allow through traffic to pass. Students must exit vehicle through the car doors on the right side of the car. Cars should follow the instructions of the staff-member supervising drop off.

When students have exited the car, the car can leave via the left passing lane. Drivers need to check carefully that the lane is clear and open before slowly merging into the passing lane.

Cars may only enter through gate on Menlo. Cars must exit on Ainsworth Street.

Supervision begins at 7:30 am. From 7:30 am to 7:55 am one staff member supervises the yard, one supervises the parking lot, and an ACE staff member supervises the pedestrian gate.

The Bell to enter classes will ring at 7:55am for 6th, 7th, and 8th grade students to go to class. Teachers will be in their classrooms before 7:45 am and greet each student at the door with a handshake. A second bell will ring at 8:00am to signal teachers that students are now tardy and they must close their door.

Families arriving late (after 8:30am) must accompany their student to the Student services office, sign them in and ensure child enters the classroom.

A supervisor will maintain a presence near classrooms and restrooms between 7:55 am and 8:15.

At 8:00 all exterior gates will be secured. Parents arriving after 8:30 must enter through the controlled access pedestrian gate and sign in at the Student Service office.

Afternoon Dismissal

At 3:10 the driveway gate will be unlocked for dismissal.

At 3:15 the pedestrian gate will be opened by an ACE staff member.At 3:15 6th, 7th, and 8th grade students will be dismissed. Students, who are not attending clubs or after school programs, must depart immediately. Students who depart by foot must leave campus through the gate on 165th Place and leave the neighborhood.

Students leaving by car must gather along the east side of the education building and listen for their name. These students may use their cell phones to call in the 15 minutes immediately after dismissal. When students hear their names, they must quickly go to loading zone in parking lot. Staff will signal them when to enter their vehicle. Cars must pull to the right to allow through traffic to pass. Students must enter vehicle through the car doors on the right side of the car.

Cars may only enter through gate on Menlo. Cars must exit on Ainsworth Street. There is no pick up on the curbside or double parking. If a child is not waiting in the designated area or does not respond when their name is called, the waiting car must exit the parking lot and circle the silblock.

Students who are attending after school must stay inside the multi-purpose room and report to appropriate classrooms. Atrium and classrooms are supervised by after school staff.

Staff will supervise pick up from 3:25 to 4pm. Yard supervision will end at 4:00. All students who have not been picked up by 4pm will move to the after school program.

Supervision Instructions

The general test of the standard of care owed to a student by Environmental Charter Schools and its employees is that of a reasonably prudent or careful parent in the circumstances. The duty of care is to protect the pupil from all reasonably foreseeable risks of harm. The reasonably prudent parent doctrine – school authorities have a general responsibility to exercise reasonable supervision of students when they are in their care.

All staff and faculty at ECMS are responsible for student safety. If a staff member sees a student engaging in unsafe behavior, they are responsible for intervening in an age-appropriate and safe manner. Simply stating, “That is not OK. I need you to stop” is often sufficient. Staff is responsible for supporting students in their use of the Five Tribes Agreements. If you hear a put down, stop and say that it is not OK, or that we do not do that here. If you see disrespectful or dangerous behavior, intervene if you are supervising or report behavior immediately to the supervising adult.

All teachers and staff shall ensure the safety of the students even when they are not specifically scheduled for supervisory duty. Staff members may document interventions or issue disciplinary referrals.

Supervision

Supervision start and end times should be clearly indicated in the student/parent handbook and communicated frequently to parents. Gates cannot be opened and students cannot be allowed onto campus until supervision is present. Families should be contacted if their students are arriving to campus before supervision begins

Each morning supervision staff inspects the campus to ensure no unsafe conditions emerged over night. Play equipment is inspected to ensure nothing is broken or damaged. Any unsafe conditions are reported to the Principal and shared with other supervision staff. Emergency Tape and cones should be used as needed to prevent students from accessing unsafe equipment or areas. Supervision staff should carry a walkie talkie at all times.

Recess Supervision

Supervision staff will survey the playground for safety issues before any recess period. Any issues will be promptly reported to the Campus Engineer.

The teacher must not leave the classroom area until all his/her students have left for the playground. *No child is to be left unattended.* Students may not re-enter the classroom unless supervised by a staff member. Students are allowed in the yard area during recess.
When the hand bell is rung, students return to classrooms. Receiving teachers meet students at

their respective classrooms.

Recess- Inclement Weather

Recess is only cancelled for hard rain or flooding. Students are encouraged to wear rain gear when there is drizzle or light rain and to be mindful of puddles. The principal or designee announces the decision for indoor recess

- Students stay in their respective classrooms.
- Staff will distribute lunch to classrooms.
- Students may play with games in their classrooms
- Staff will supervise the class for Teachers who need to take a break/use restroom.
- Upon the Teacher's arrival the Staff member will proceed to cover another class.

Lunch Supervision

Two staff members will distribute lunch in the multi purpose room. One staff member enters the student lunch codes and ensures that they are receiving all the food components. Students must recycle, compost and dispose of lunch materials appropriately. Lunch "bouncers" will oversee the waste areas to ensure appropriate separation of waste for recycling, composting or landfill.

The classroom teacher must not leave the classroom area until all his/her students have left for lunch. No child is to be left unattended.

Students may not re-enter the classroom unless otherwise authorized by a staff member or teacher . Students are not allowed in the classroom without staff present. Teachers must provide passes to students who are to meet with them during lunch.

Inclement Weather – Lunch

The principal or designee announces the decision for indoor lunch.

- Students stay in their respective classrooms.
- Staff will distribute lunch to classrooms.
- Students may play with games in their classrooms after they eat.
- Students must clean up after themselves. Staff will supply additional trash receptacles.
- Teachers and staff supervise the classrooms. Staff will relieve teachers, so they may go eat their lunch.

Safe Routes to School

ECS will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, ECS will work together with local public works, public safety, and/or police departments in those efforts. ECS will explore the availability of federal "safe routes to school" funds, administered by the state department of transportation, to finance such improvements, as needed. ECS will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

ECMS-G coordinated with city officials to install stop signs and crosswalks at all four corners of our campus. Students must only cross at these crosswalks.

3.13 Secure & Safe School Site

Locked Campus Policy

During the course of the school day entrances to the campus will remain secured and a staff member assigned to monitor the main entrance. Supervision staff should monitor campus perimeter, known trouble spots, and all building and gate entrances.

Administration will inform Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian. Parents will sign students out from the main office if they are leaving early. Students will only be released to parents or individuals authorized by parents on the student's emergency card. Main office staff will check IDs to confirm these individuals' identities.

Visitors

All visitors report to the Main Office upon arrival and sign in. Visitors sign out before leaving campus. Administration will train staff to monitor visitors and direct them to the main office and ensure signage directs visitors to the main office.

Keys

An ECS campus key policy has been established as a basis for a key issue and maintenance system for the campus.

All employees of Environmental Charter Schools are eligible to hold keys for areas to which they need access on a daily basis to perform their jobs. All requests for permanently issued keys should be made through the Campus Engineer. Requests for temporary keys must have definite issue and return dates and include the proper authorized signature before they will be processed. Once processed, keys must be picked up in person by the key holder at the office of the Campus Engineer

All keys must be returned by the key holder to Human Resources upon termination of employment. Any keys not currently used by the school employee should also be returned to reduce the number of keys in circulation.

Employees must sign for keys issued to them and should not receive or take into possession any campus keys that have not been formally issued to them by the Campus Engineer.

Lost or stolen keys present an immediate security risk to the entire campus and must be immediately reported to the Campus Engineer within 24-hours.

Key holders MUST NOT duplicate any keys issued to them. Disciplinary action may result for unauthorized key duplication.

All rekeying or installation of new locks must be requested through Campus Engineer

Short-term contracted vendors to the campus will not be issued permanent keys to the Environmental Charter Schools campuses. Keys will be made available for daily check out from the Main Office. In the event a vendor needs after-hours access to a part of the campus, arrangements can be made through the Campus Engineer

3.13a Security System Video Cameras

Campus video cameras are valuable in protecting the health, safety, and welfare of ECS students and staff and in protecting the community's investment in school operated property and facilities. ECS Security System Video Footage policy carefully considers both the privacy rights of students and staff with that of the School duty to provide a safe, secure, and orderly learning and work environment. The ECS Board authorizes the use of video cameras in school buildings and upon school grounds pursuant to the following regulations:

Video Monitoring System: ECS implements a digital security system. This system provides for the monitoring/surveillance of school property and recording thereof.

1. Video cameras may be installed in any public area within a school building and/or upon school grounds, including but not limited to classrooms, hallways, cafeterias, libraries, computer labs, parking lots, auditoriums, break rooms, weight rooms, and gymnasiums.
2. Video cameras may not be installed in any area in which individuals possess a reasonable expectation of privacy, such as restrooms or locker rooms.
3. The precise location of video cameras shall be determined by the Executive Administration with the assistance of the appropriate Site Principal. Input from staff members may from time to time be sought to determine the most beneficial locations for video cameras.
4. The contents of video recordings captured by video cameras may be used as evidence in a student disciplinary matter, evaluation of staff conduct, and/or to provide evidence of any unlawful activity on school grounds.
5. Absent a reported incident, recordings may be subject to erasure after thirty (30) days unless there exists extenuating circumstances as determined by ECS. System security features, including passwords and recorded material delete functions, do not neutralize ECS' ability to access recorded material. Individuals recorded on the security system do not have an expectation nor any right of privacy in the information, material, or images contained in any system used by ECS.
6. Video recordings shall be kept in a secure location.
7. All systems and recorded information are ECS property and ECS retains the right to inspect the system and the recorded material at any time.

8. The Superintendent and Site Principals will manage the surveillance system and monitor recorded material periodically to be sure that the equipment is being used for business purposes.
9. Personal use of system or the recorded material by any ECS staff member, student or parent, is strictly prohibited. Use of the security system and the recorded material for any purpose other than school-related business is prohibited, unless requested by law enforcement.
10. Release of Video Footage: Under the Family Educational Rights to Privacy Act (FERPA) a parent has aright to access, seek to amend, and to have some control over the disclosure of personally identifiable information from their child's education records. Student education records cannot be released without the consent of the student parent(s) unless an exception to FERPA applies or a court order is obtained.Video footage which constitutes a student's education record is only accessible to "school officials" with "legitimate educational interests".

Request of footage by law enforcement investigating student

ECS may not disclose video footage involving a student to local law enforcement without either parent consent OR subpoena or court order.

Request of footage by law enforcement investigating matter not involving ECS student

ECS may disclose video footage involving a student to local law enforcement without parental consent if there is no indication that the video is of a student who attends ECS. If it is determined that an offender in the footage is an ECS student, ECS may discipline the student for the conduct.

Request for footage by law enforcement investigation a matter of an adult, or report of a matter of an adult to law enforcement

In the event ECS or law enforcement suspect criminal act(s) by an adult, or are investigating policy violations by an employee, ECS may disclose video footage which may involve an ECS student to local law enforcement without parental consent for the purposes of investigating the adult or disciplining an employee, as the footage is not an educational record. Exceptions:

1. Subpoena or Court order exception: Police officers or other outside parties' may have access to personally identifiable information from students' education records, i.e. video footage without parental consent. FERPA permits disclosure of education records without consent in compliance with a lawfully issued subpoena or judicial order, however, ECS must generally make a reasonable effort to notify the parent or eligible student of the subpoena or judicial order before complying with it in order to allow the parent or eligible student the opportunity to seek protective action, unless certain exceptions apply.

Treatment of Recordings

Recordings of incidents captured by video cameras located on school property shall constitute a part of a student's education record or a staff member's personnel record, as the case may be, subject to relevant board policies and administrative regulations, including FERPA, applicable record retention policies and state law. Upon the report of an incident, or possible incident, only

those persons with a legitimate educational purpose shall be permitted to view the recordings. In most instances, those persons will be the Superintendent and Site Principal.

The Site Principal shall keep a written log of all persons viewing the recordings stating the time, name of individual viewing the recording, date the recording was viewed, and reason the recording was viewed. If the content of the recording becomes the subject of a student disciplinary proceeding or personnel proceeding,it may be treated like other evidence in that proceeding. Parents may request to view recordings of their children in the event the recordings are used in disciplinary proceedings involving their children. Staff members may similarly request to view any recording used in the evaluation of that staff member's conduct. Any such request shall be processed by the Executive Administration in accordance with applicable state and federal laws and regulations.

3.13b Immigration Enforcement Procedures

Environmental Charter Schools (ECS) is committed to maintaining safe, welcoming, and inclusive school environments for all students and families regardless of immigration status. ECS limits assistance with immigration enforcement to the fullest extent permitted by law and follows the procedures below when immigration enforcement officials seek access to school property, students, or student records.

1. Staff Response to Immigration Enforcement Presence

School employees shall promptly refer any immigration enforcement officer requesting access to the school campus, a student, or student records to the site administrator or designee.

Employees shall not provide access to students, school facilities that are not open to the public, or student records for immigration enforcement purposes unless directed by the site administrator or designee.

2. Administrative Review of Requests

The site administrator or designee shall review and respond to any request from immigration enforcement officials seeking access to school property, students, or student records.

The site administrator or designee shall:

- Request identification from the officer and confirm the purpose of the visit.
- Request and review any documentation presented, including judicial warrants, court orders, or subpoenas.
- Consult with ECS leadership or legal counsel when appropriate before granting access.

Access to non-public areas of the school campus shall not be granted for immigration enforcement purposes unless the officer presents a valid judicial warrant or court order.

3. Notification of Parents/Guardians and School Personnel

If school administration confirms that immigration enforcement officials are present on a school campus for immigration enforcement purposes, ECS shall notify appropriate school personnel and parents or guardians as soon as practicable, unless disclosure is prohibited by a valid judicial warrant, subpoena, or court order.

Notifications may be provided through available communication systems, including email, telephone, text messaging, or other established school communication platforms.

Notifications will:

- Provide general information regarding the presence of immigration enforcement officials on campus.
- Avoid disclosure of personally identifiable student information or education records.
- Be consistent with applicable privacy laws and any legal restrictions.

4. Parent Notification When Access to a Student Is Requested

If immigration enforcement officials request access to a student for immigration enforcement purposes, ECS will notify the student's parent or guardian immediately unless prohibited by a valid judicial warrant or court order.

ECS will not permit immigration enforcement officials to interview or remove a student during school hours without parental consent unless the officer presents a valid judicial warrant or court order.

5. Student Records and Confidential Information

Requests for student records shall be reviewed by the site administrator and handled in accordance with applicable federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the California Education Code.

ECS shall not disclose student records or personally identifiable information for immigration enforcement purposes except as permitted by law.

6. Documentation of Requests

The site administrator or designee shall document any request for access related to immigration enforcement, including:

- The date and time of the request
- The name and agency of the officer making the request
- The documentation presented by the officer
- The actions taken by ECS staff in response to the request

Documentation shall be maintained consistent with ECS record-retention requirements.

7. Staff Training and Policy Availability

ECS shall provide training to administrators and appropriate school personnel regarding immigration enforcement procedures and student privacy protections.

ECS policies related to immigration enforcement and student privacy shall be maintained and made available to the public and to the California Department of Education upon request, as required by law.

3.14 Facilities Inspection & Maintenance

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well-lit is essential to the safety and well-being of all students and employees.

Each year, before school starts, a walk-through will be performed by the principal and campus engineer to ascertain any unsafe conditions that are hazardous to the employees' or students' physical or mental well-being.

Within a month of the start of the new school year, the Site Administrator or designee and the Chief Operating Officer or designee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.

Principal and campus engineer will perform a midyear safety walk-through.

The complete routes used by all students to travel to and from the assembly area used in an emergency should be inspected. Ensure that there are no barriers to students with specific mobility needs.

Facility staff are trained to attend to possible safety issues as they go about their regular responsibilities. Campus Engineers will be responsible for inspecting the campus regularly for the following conditions:

- All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails;

screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard. (See Safe Classroom Chart, found in Appendix)
- All damaged fences will be reported and corrected as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All non-functioning lighting fixtures must be reported and corrected as soon as possible.
- Restrooms are functional and properly supplied
- Graffiti on interior or exterior property. Graffiti should be reported as soon as possible and removed within 24 hours.
- Fire extinguishers are visible & accessible
- Floor matts are correctly placed and flush to the ground
- Emergency lighting and fire sprinklers are unobstructed

Each site participates in annual inspections by health department and fire department. Back-flow is also inspected annually. On campuses with elevators, campus engineers perform monthly tests to ensure elevator “peekaboo” function and emergency phone are operational.

Each morning, Campus Engineer or designee performs a walk through of campus to ensure no unsafe conditions emerged overnight.

When student groups take walks in the immediate neighborhood the teacher/leader will bring a walkie talkie, in case of emergency.

3.15 Safe Chemical Use

ECS’s Green Policy includes procedures that minimize the direct and indirect environmental impacts of our operations. This policy includes a directive to:

- reduce waste and use of harmful substances;
- lower criteria, toxic, and greenhouse gas emissions;
- improve indoor air quality;

<u>Purchasing</u>
The Green Policy directs ECS employees to purchase “environmentally preferable” products, including:
- To the extent practical, no cleaning or disinfecting products (i.e. for janitorial or automotive use) should contain ingredients that are eye or skin irritants, neurotoxins, carcinogens, mutagens, or teratogens.
- Use janitorial equipment that reduces building contaminants and minimizes detrimental environmental impacts and energy use.
- To the extent practical, cleaning or disinfecting products should be biodegradable, be in concentrated form, be non-aerosol, and be in recyclable containers.
- ECS will seek to purchase products and equipment with no lead or mercury whenever possible.

- The use of chlorofluorocarbon-containing refrigerants, solvents, and other products should be phased out to the extent feasible.
- Fire suppression systems should not contain any ozone harming chemicals (e.g. halon).
- Reducing or eliminating products that contribute to the formation of dioxins and furans.

Landscape & Garden Management
The Green Policy directs ECS employees to seek to ensure that workers and contractors providing landscaping services for the ECS employ sustainable landscape management practices whenever possible, including the use of Integrated Pest Management (IPM), including minimal pesticide use. Pesticides are only applied during school breaks, when students are not present.

3.16 Hazardous Waste Management

Introduction
ECS requires all RCRA hazardous waste be managed in accordance with applicable Federal, State, and local regulations, while minimizing adverse impacts to the public and environment.

The Hazardous Materials Board Policy and these procedures outline how ECS employees will manage hazardous waste. Employees who manage hazardous materials are strongly encouraged to read and become familiar with the requirements identified in the Hazardous Materials Board Policy.
These procedures are written to achieve compliance with the Hazardous Materials Board Policy.

Scope
These procedures establish requirements and responsibilities for the management of hazardous waste in compliance with Federal, State, and local regulations.

Definitions
Disposal: Discharge, deposit, injection, dumping, spilling, leaking, or placing of any hazardous waste into or on any land or water so that such hazardous waste or any constituent thereof may enter the environment or be emitted into the air or discharged into any waters, including ground waters.

Generator: Any person, whose act or process produces hazardous waste identified or listed in 40 CFR 261 or whose act first causes a hazardous waste to become subject to regulation.

Hazardous materials: As defined by (DOT) means any substance or material that is capable of posing an reasonable risk to health, safety, and property

Hazardous waste: As defined in section 1004(5) of RCRA (42 USCA 6903), a solid waste, or combination of wastes, that because of its quantity, concentration, or physical, chemical, or infectious characteristics, may (a) cause or significantly contribute to an increase in mortality or

in serious irreversible, or incapacitating reversible illnesses; or (b) pose a substantial present or potential hazard to human health or the environment when improperly treated, stored, transported, or disposed of, or otherwise managed. Characteristics of a hazardous waste include (1) ignitability, (2) corrosion, (3) reactivity, and (4) toxicity. Criteria for identification and listing of hazardous wastes are found in 40CFR 261, Subpart B.

Storage area: Temporary waste storage areas in each building are under the responsibility of the Environmental Health and Safety Specialist and are used solely for the purpose of managing regulated waste and universal waste in accordance with applicable regulations.

Responsibilities

The Campus Engineer is responsible for ensuring compliance management of hazardous waste which includes:

- Serve as contact and provide comment resolution with regulatory agencies
- Coordinate and attend annual school inspections with Los Angeles County Health Department
- Provide ECS personnel with environmental and waste management training
- Develop and maintain hazardous waste policies and procedures
- Review and approve "Hazardous Material Order Forms" prior to purchase
- Manage recycling of hazardous materials, identification of pollution prevention goals and disposal alternatives
- Identify, manage, and maintain waste storage areas
- Create and maintain up-to-date waste chemical inventories
- Perform quality control checks-and in-house inspections of employee work areas
- Coordinate, document and manage waste shipments and disposal alternatives
- Coordinate hazardous materials emergency response actions
- Maintain applicable training and certifications
- Manage transport and disposal of hazardous waste to the Mesa County Household Hazardous Waste Facility

All ECS middle and high schools must designate a School Safety Liaison. According to the Hazardous Materials Board Policy, Maintenance staffs are responsible for the following activities:

- Complete annual "Hazardous Waste and Classroom Safety Training"
- Attend after School Safety Liaison meetings
- Disseminate information from Director of Operations xxx Operations & Compliance Manager to affect staff within their building
- Assist Los Angeles County Health Department personnel during annual inspections
- Maintain and update science department Chemical Inventory
- Review hazardous material purchases by teachers in their school in cooperation with guidance from Director of Operations

- Use the ECS's "Work Order" system to initiate waste collection by Director of Operations Coordinate chemical emergencies with EH&SS and local emergency response authorities

Teachers handling hazardous materials are required to:

- Complete job specific hazardous waste training annually
- Annually update their classroom chemical inventory with Director of Operations
- Ensure all hazardous chemicals are lock and secured from students when not in use
- Review Material Safety Data Sheets (MSDS) prior to using hazardous materials in the classroom
- Cooperate with Los Angeles County Health Department personnel during annual inspections
- Contact Director of Operations to purchase new substances. Hazardous materials order form must be used for purchasing
- Use the ECS's "Work Order" system to initiate waste collection by Director of Operations
- Assist Director of Operations and local emergency responders during chemical emergency response

Below is a partial list of substances containing hazardous materials:

- Acids, Bases
- Heavy metals
- Biological specimen fluid
- Test kits
- Household products (bleach, 3% hydrogen peroxide)

Art. Technology Education Classrooms

- Adhesives
- Aerosol spray cans
- Batteries (household)
- Household products (bleach, detergents, disinfectants) Paints, lacquers, thinners and solvents
- Toner cartridges

Gardening and Greenhouse

- Fertilizers, Compost
- Water test kits

Maintenance Staff are required to notify Chief Operating Officer or designee of upcoming projects that are likely to generate or require management of hazardous waste. Campus Engineer should refer to their chemical inventory with the MSDS to identify which materials are hazardous.

Maintenance Staff are required to:

- Attend job specific hazardous waste training sessions
- Review department chemical inventory with the MSDS maintained by foremen
- Place hazardous substances in designated waste collections storage areas when no longer needed
- Use the ECS's "Work Order" system to initiate waste collection by Chief Operating Officer or designee. Below is a partial list of substances containing hazardous materials:

Maintenance and Custodial:

- Aerosol spray cans fluids
- Cleaning fluids
- Fluorescent light tubes
- Lubricants
- Paints, lacquers, thinners, solvents
- Batteries
- Bleach
- Disinfectant
- Concentrates
- Fluorescent light tubes
- Floor sealer concentrates
- Floor stripper concentrates
- Inks
- Toner cartridges

Purchasing Hazardous Materials

Employees must complete a "Hazardous Materials Order Form" prior to purchasing any hazardous material. Forms are available in the Safety Plan appendix and on Google Drive. Employees may complete forms electronically or by hand, rout internally for approval signatures and send to Chief Operating Officer or designee for approval. Chief Operating Officer or designee must sign and date each request form prior to purchase.

Science Laboratory Chemicals

Science teachers must contact the Chief Operating Officer or designee prior to purchasing chemicals. Each chemical must have an MSDS in the chemical inventory, if one is already on file there is no need to obtain a duplicate with each purchase. A copy of your chemical inventory must be kept in the school office. When chemicals are received, the date of purchase must be labeled on the container prior to adding it to the chemical inventory.

Art and Technology Education Materials

Art and Technology Education teachers must ensure that hazardous materials are included in their classroom chemical inventory. A copy of your chemical inventory must be kept in the

school office. Some departments are using non- hazardous materials, where possible. Teachers may obtain surplus supplies from other schools if available.

Waste Management

Hazardous waste generators (custodial services, maintenance, grounds and transportation and teachers) are responsible for complying with this procedure, including:

- Refer to product MSDS regarding safe use of hazardous materials and use applicable personal protective equipment, if unsure consult EH&SS
- Keep hazardous materials stored and locked away from student contact when not in use
- Contact Chief Operating Officer or designee for disposal

Waste Storage Areas

Chief Operating Officer or designee will designate a waste storage area for each school. These locations will serve as waste collection points. Chief Operating Officer or designee will also establish waste storage areas at Administrative facilities. ECS employees must notify Chief Operating Officer or designee prior to placing materials in these areas.

Waste Disposal

Chief Operating Officer or designee will locate a legal disposal or recycling facility for all hazardous waste generated by ECS schools. Waste shipment records must be maintained in a file at each school and with Chief Operating Officer or designee. If necessary, Chief Operating Officer or designee will transport waste directly from ECS locations to the Los Angeles County Household Hazardous Waste Facility or facilitate contractor off-site shipments. No ECS employee is allowed to call for or coordinate hazardous waste disposal without prior approval from Chief Operating Officer or designee.

Aerosol Cans

Propellants in aerosol cans are by regulation considered hazardous materials. Even when cans are thought to be "empty" or unable to spray, the contents are still regulated as "universal waste". The residue and the propellant must be recaptured according to federal and state regulations. Non-punctured aerosol cans are to be discarded in the regular trash. Empty and unusable cans will be placed in a container labeled:

Aerosol Cans Only
Universal Waste

Employees must set aside empty or unusable aerosol cans for collect by Maintenance Staff. No empty or unused aerosol cans are allowed to go into trash cans. Maintenance Staff personnel will store aerosol cans in containers labeled "Aerosol Cans Only Universal Waste". Empty or unusable aerosol cans are placed in a container labeled "Aerosol Cans Only Universal Waste", located at the Grand Avenue Administration Facility-Paint Shop.

Fluorescent and Halogen-Gas Lights

When fluorescent or halogen gaslights burn out, they must be placed in their original packages. Maintenance personnel will collect and transport items to the designated storage area.

Maintenance Staff will collect these items as needed and recycle them at the Los Angeles County Household Hazardous Waste Facility or another qualified recycling facility.

Mercury-Containing Switches and Thermostats

Mercury-waste-containing switches from thermostats may be generated during heating and cooling system repairs. To manage mercury-waste-containing switches properly, maintenance personnel must do the following:

If mercury ampoules can be removed without breakage, remove and contact Director of Operations for storage and disposal. If ampoules cannot be removed without breakage, the entire unit will be considered a waste item.

If a mercury container is broken, immediately call xxx Chief Operating Officer or designee at Home Office. Do not touch the spilled mercury.

Paint Waste

Paint and solvent waste generated by painters will be collected in labeled containers and picked up as necessary, by a contracted disposal company. The Maintenance Staff will manage a file copy of waste disposal records.

Vehicle Waste

Vans' used waste oil, anti-freeze, lubricants and unused Freon refrigerant will be collected in labeled containers and picked up as necessary by a contracted disposal company. The Maintenance Staff will manage a file copy of waste disposal records.

Toner Waste

Copy machines generate toner and toner cartridge wastes. These wastes will be collected into a designated container and picked up as necessary by a maintenance staff. The Maintenance Staff will manage a file copy of waste disposal records.

Electronic Equipment and Computer Waste

Electronic equipment and computers may contain hazardous materials in the form of lead and zinc in monitors, keyboards, and CPU's. ECS has an existing contract with off-site contractor to recycle electronic equipment and computer waste. ECS personnel must not accept donated computer equipment without prior approval from Chief Operating Officer or Designee. When electronic equipment or computers are designated for disposal, ECS personnel must contact the Director of Operations to arrange for waste transfer. The Chief Operating Officer or Designee will coordinate and document the transport and recycling of these waste items. Maintenance staff will manage a file copy of "Waste Transfer/Disposal Form" records and Chief Operating Officer or Designee will keep a copy of records.

3.17 Transportation

ECS has a Transportation Safety Plan to ensure student safety when an ECS school is providing transportation to or from school or a school activity.

Loading & Unloading

When an ECS vehicle is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the vehicle driver shall do the following: Escort all pupils in grades 6 to 8, inclusive, who need to cross the highway or private road upon which the vehicle is stopped. The driver shall use an approved hand-held “STOP” sign while escorting all pupils.

Vehicle Safety Procedures

1. On approach to a vehicle stop where pupils are loading or unloading from a vehicle, the vehicle driver shall activate the hazard lights on the vehicle beginning 200 feet before the vehicle stop. The hazard lights shall operate at all times when the vehicle is stopped for the purpose of loading or unloading pupils. The hazard lights shall remain on until all pupils are on board the vehicle and the doors are closed. Pupils will only be allowed to exit or enter the vehicle once the bus driver has determined that it is safe to do so

2. Students shall load or unload the vehicle at stops designated by the Principal, or his/her designee, for school trip activities. Students who need to cross the roadway upon which the vehicle has stopped must walk in front of the vehicle as they cross. Before the driver may set the vehicle back into motion, the driver must ensure that all pupils who have crossed the roadway have done so safely, and that all other pupils and pedestrians are a safe distance from the vehicle.

3. Students boarding and exiting a vehicle must do so in an orderly manner. The driver must ensure that all pupils have taken a seat in the vehicle before setting the vehicle in motion.

4. The driver of the vehicle shall not exit the vehicle until he/she has visually inspected each seating row of the vehicle to ensure that no pupil is left unattended on the vehicle.

Pupil Supervision

1. ECS is committed to ensuring the supervision of its students by an adult at all times. For each type of use of the school pupil activity bus, the Principal, or his/her designee, will determine how many and what kinds of chaperones are needed, recognizing that a higher number of chaperones will be required for more hazardous activities.

2. The School will base the number of chaperones on an evaluation considering the number of students, age and maturity of the students, and types of activities involved.
3. There should be a minimum of 1 adult chaperone for every 10 students in grade 6; 2 adult chaperones for every 20 students in grades 7 – 12.

IV. Emergency Preparedness

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects school operations and facilities. It has been prepared in compliance with State Disaster planning requirements, and City and County Emergency Management Plans.

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 active under any of the following conditions:

- By direction of Superintendent, or his/her/their designated representative under a declaration of Disaster.
- Upon notification by school, local, state, or federal government officials of an actual/declared or impending Emergency or Disaster that will directly or indirectly affect the school.

Note: please review Emergency Response Team roles as delineated in the ECS Network Safety Plan.

4.1 Priorities

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

- Protection of life
- Protection of the environment
- Protection of property
- Restoration of services

This plan implements those priorities in establishing its disaster preparedness procedures:
All students will be kept at school until released to parents or authorized persons during a disaster situation.

All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies through the SEMS system.

If evacuation of facilities is required, all students and ECS employees at school site will assemble in predetermined areas.

4.2 Roles of Staff

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

All Staff

All staff should familiarize themselves with this Emergency and Disaster Preparedness Plan and learn the roles assigned to them in the event of an emergency. Each staff member should also know his or her teacher buddies. Teaching staff must maintain current rosters in the emergency backpacks and should ensure that their classrooms have first-aid emergency kit.

Staff must be aware that they cannot leave campus without permission during an emergency situation unless they have authorization of the 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.

Environmental Charter Schools' disaster preparedness plan shall be available to staff, students, and the public in the main office of the school. Each site will update this plan to include site-specific information, relevant to their facility and community. In addition, each school will have a version of the plan that details specific, confidential information, including confidential cell numbers, individual student needs, and details of response to criminal threats. This version will not be available to the public.

The principal shall make certain that students and staff are familiar with their disaster preparedness plan. At least once each year, the principal shall earthquake preparedness information is sent home to families and shared with site staff. This information shall include steps families and staff should take to be prepared for an earthquake and the likely disruption a major quake will cause to utilities, communication and transportation.

School Staff members are considered disaster service workers and are subject to disaster service activities assigned to them. (Government code 3100)

Specific Roles

During an emergency, staff shall fulfill the following roles:

1. **The Principal or designee** shall assume overall control and supervision of activities at the school site during an emergency. They shall have authority to use discretionary judgment in emergency situations, which do not permit execution of prearranged plans. The principal or designee shall:
    a. Direct evacuation of buildings
    b. Arrange for transfer of students when their safety is threatened
    c. Inform the Superintendent of all emergency actions taken as soon as possible

d. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
e. Post directions for fire and other drills in classrooms, multipurpose rooms, etc.

1. **Teachers** shall be responsible for supervision of students in their charge. Teachers shall:
    a. Direct evacuation of students in their charge in accordance with the principal's instruction
    b. Support Buddy Teacher, as needed
    c. Ensure classroom emergency supplies are taken to assembly area if evacuating building
    d. Give the DROP, COVER & HOLD command as necessary
    e. Take attendance, stay with the students and provide supervision
    f. Report missing students to the principal or designee
    g. Send students in need of first aid to the office manager or a person trained in first aid.

2. **Campus Engineer** shall be responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Campus Engineer shall:
    a. Survey and report damage to the principal
    b. Direct rescue operations as required
    c. Direct fire-fighting effort until regular fire-fighting personnel take over
    d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
    e. Disburse supplies and equipment as needed

3. **Office Staff** shall:
    a. Report a fire or disaster to the appropriate authorities
    b. Answer telephones and monitor radio emergency broadcasts
    c. Provide for the safety of essential school records and documents
    d. Assist the principal as needed

4. **First Aid Staff** shall:
    a. Administer first aid
    b. Supervise the administration of first aid
    c. Organize first aid and medical supplies

4.3 Before An Incident Occurs

4.3a Training in Procedures

All new employees are trained on safety procedures as part of their onboarding process. Before each school year begins principals review emergency procedures with staff and they are

reviewed again before each drill. Teachers train students in the procedures at the beginning of each school year and review the information, as needed, before drills. Administrators lead staff in a debrief of drills after the occur, looking for ways to improve and teachers and administrators debrief with students, as needed.

4.3b Teacher Buddy List

A buddy list typically assigns teachers in adjacent or nearby rooms as “buddies.” Buddy teachers will work together in an emergency and 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.

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

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

Rooms	Teacher (Remain with Students)	Teacher (Assume Emergency Role)
Fire Estrella	Salgado, Lisa Burger, Sarah	Salgado, Lisa
MPR Office	Nunn, Whitney	Williams, M'jumbe
North East	Canedy, Hunter Navia, Alicia	Navia, Alicia
South West	Matthews, Tabby Laohapanich, Buncha	Laohapanich, Buncha
Winter Summer	Collins, Britney Vitha, Sonali	Collins, Britney
Earth Water Air	Gress, Rachell Pardo, Daniel Lopez, Leslie	Gress, Rachell
Spring Fall	Brooks, Ericka Choudhery, Joveria	Brooks, Ericka
Galaxy Oasis Patios	Monje, Yoli Escobedo, Stephanie Perez, Daphne	Matthews, Tabby
Various Rooms	Perez, Daphne (Patio, 7-Earth, 8-South, 6-Summer) Navia, Alicia (7-Fire, 8-West, 6-Fall)	Camarena, Alejandra

4.4 After an Incident Occurs

When an incident takes place, each teacher should conduct a classroom status check. The teacher should check with their buddy teacher to determine each other's health status, needs for assistance 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 that threaten the lives of all, do the greatest good for the greatest number.

If necessary, one buddy teacher will evacuate both classrooms. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. Students should be taught to stay quiet and attentive to instructions throughout the drill. Students should be directed to not run, push or turn back. Students should exit *without* the teacher leading them. Emergency backpacks or buckets should be taken. Teacher should stay back to check the classroom and 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. Each teacher brings his or her class roll book or class roster list and the emergency supply bucket. All teachers take attendance and indicate all students are present with a “thumbs up” signal to the administrator or school Assembly Area administrator. They use their roll sheet to indicate missing students or students who require medical assistance.

Immediately following student accounting, roll sheets are given to Assembly Area team who relays them to the Assembly Area administrator.

In emergency situations that 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.

4.5 Release of Students

The following procedures shall be followed in the releasing of students in the event of an emergency or disaster:

1. The Principal’s designee shall receive authorization from the Principal or designee before releasing students.
2. Individual students shall not leave a school site without receiving permission from the principal or designee.
3. Staff shall release students only to the persons authorized on the student emergency card.
4. In the absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The Principal or designee shall identify staff responsible to record the release of all students and ensure recording procedures are followed.

4.6 Emergency Communications

4.6a 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 disaster days after the event. Mobile 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 for immediate aide. If possible, notify the Command Post of your situation and needs or provide the appropriate information when requested.

4.6b Emergency Radio Communications

If the telephone system is not operational, the school emergency two-way radio and mobile phone system should be utilized for contact. In this situation, the radio(s) should be turned 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.

4.6c Emergency Contact Numbers

EMERGENCY CONTACT NUMBERS		
ROLE	NAME	NUMBER
Superintendent	Danielle Kelsick	(404) 906-1224
Operations & Compliance	Jeremiah David	(424) 261-2171
Human Resources	Sarah Jamieson	(310) 874-9441

Principal	Dave Trejo	(424) 445-6519
Assistant Principal	Tiffany McGinnis	(
Dean of Student Culture	M'Jumbe Williams	(214) 998-0994
Counselor	Vrisela Zepeda	(213) 769-7651
Office Manager	Gabriela Villalpando	(424) 409-8752
Campus Engineer	Michael Salone	(323) 237-3287

LOCAL AGENCY EMERGENCY NUMBER	
Police Department	9-1-1 (non-emergency phone) (310) 219-2750) - Sheriff Department (213) 972-7828 - Southeast Division (LAPD)
Fire Department	9-1-1 (non-emergency phone) (310) 217-8351
American Red Cross	Non-emergency phone (310) 445 9900
DWP	9-1-1 or 1-800-499-8840
Southern California Gas Co.	9-1-1 or 1-800-427-2200
Hazardous Waste Emergency	(800) 303 5218
Illegal Dumping	(800) 303-0003
L.A. Vector Control	(310) 915-7370
LA Public Health	Acute Communicable Disease Control Program (ACDC) Hotline: (888) 397-3993

4.7 Training & Drills

EMERGENCY DRILLS SUMMARY		
Type of Drill	**Signal**	**Procedure Summary**
Earthquake	Principal announces to all classes: As you are aware we are experiencing some seismic activity. For everyone's protection, all students and staff should follow DROP, COVER & HOLD ON procedures, which means you should drop to the ground, cover your head and neck with one arm and hand and crawl under a table or desk, If there is no shelter, crawl to a wall, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until you receive further instructions."	Students and staff DROP where they are, onto your hands and knees. This position prevents being knocked down. COVER head and neck with one arm and hand. If a sturdy table or desk is nearby, crawl underneath it for shelter If no shelter is nearby, crawl next to an interior wall (away from windows). Stay on knees; bend over to protect vital organs HOLD ON until shaking stops If under shelter: hold on to it with one hand; be ready to move with shelter if it shifts No shelter: hold on to head and neck with both arms and hands. Stay in this position until shaking stops. Teachers will direct students to return to seats.
Fire	Continuous bell ringing	Have students walk in a single line to assembly area and wait for the "All Clear" signal.
Lock Down	Principal announces to all classes over intercom: "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."	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 classrooms.

Shelter In Place	Principal announces to all classes over intercom system: "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 area 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."	All classes will remain in their rooms, outside classes will proceed to the nearest building or classrooms. Students should be in the most protected areas in the room, facing away from windows. Close all doors and windows. Turn off all doors and windows. Turn off gas, lights, power equipment, and appliances. Remain in the shelter area until the "All Clear" signal.

4.7a Earthquake Drill

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 normally will be given. In proactive drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal

The Signal for the drill is the following announcement to all classes: "Principal announces to all classes: As you are aware we are experiencing some seismic activity. For everyone's protection, all students and staff should follow DROP, COVER & HOLD ON procedures, which means you should drop to the ground, cover your head and neck with one arm and hand and crawl under a table or desk, If there is no shelter, crawl to a wall, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until you are given further instructions."

Procedure

1. **DROP** where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.

2. **COVER** your head and neck with one arm and hand
    - If a sturdy table or desk is nearby, crawl underneath it for shelter
    - If no shelter is nearby, crawl next to an interior wall (away from windows)
    - Fold body onto floor with arms close to knees
    - Place head as far as is possible between knees: cover head with hands.

3. **HOLD ON** until shaking stops
    - Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts

- No shelter: hold on to your head and neck with both arms and hands.

4. Stay in this position until the shaking stops.

5. Teacher will direct students when to return to seats.

After the all clear signal, evacuate students to the Assembly Area, using the same route as used in a fire drill.

In a Real Earthquake

After an earthquake, teachers will evaluate safety of classrooms before evacuating. Do not go outside, if your classroom is safe, unless you are directed to do so. If classroom is deemed unsafe, teacher must evaluate safety of exit routes before exiting classroom. If it is safe to relocate to a nearby classroom, the teacher should do so before proceeding outside to Assembly Area. Evacuation is not immediate. Campus Engineer will evaluate safety of classrooms, corridors and exteriors and consult with Principal before a general evacuation order is made. Evacuation will only be made if interiors are unsafe and Assembly Area is safe. If students evacuate they will use the evacuation routes practiced during the fire drill. The students will gather in the Assembly Area and line up in the designated space.

If an earthquake occurs during the non-classroom hours, e.g., passing periods or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

4.7b Fire Drills

When a fire is discovered in any part of the school, the following actions shall be taken:

1. Signal: Continuous bell ringing
2. The Principal or designee shall sound the fire signals using an emergency fire pull, unless the school and/or building are equipped with an automatic fire detection and alarm system. (Education Code 32001). The principal shall ensure different pulls are utilized each time.
3. The Principal or designee shall call 911.
4. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
5. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
6. In outside assembly areas, teachers shall take roll, report any missing students, and provide assistance to any injured students.
7. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
8. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardian can pick them up or until they can be safely transported to their homes.

4.7c Shelter-In-Place Drill

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

Signal

Principal announces to all classes: *"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 heat, air conditioning or fans turned off. Please cover any cracks under doors or around windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information."*

Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. All outdoor classes will proceed to the nearest building or classrooms.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Turn off A/C, heat or fans.
6. Cover any vents or holes with posters, paper, plastic, or laminated posters. Use wet paper towels or similiar to fill gaps under doors or windows. Put laminated posters over vents.
7. Securely close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
8. Campus engineer turns off HVAC system
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

4.7d Lockdown Drill

A Lockdown drill indicates that an emergency that requires students and staff to remain inside (classrooms/offices) has occurred. There are two types of lockdowns: (1) hard lockdown and (2) soft lockdown.

Hard lockdown: Imminent Danger	Soft Lockdown: No Imminent Danger
● Initiated when there is a specific and imminent threat of violence to students, teachers, or staff inside the School, and it is not safe to evacuate ○ An armed intruder ○ A hostage situation	● Initiated when there is no specific, confirmed, or imminent threat, but there is a need to increase the security threat level. ○ Unconfirmed threats (i.e. student or staff said that a student said they had a gun.) ○ Police action in the area

	○ Disruptive community incident

Signal

The signal for the "Lockdown" drill is following the announcement to all classes: *"Your attention please. 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."*

Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Outdoor classes will proceed to the nearest building or classrooms.
3. Move students to the most protected areas in the room.
4. Instruct student to lie down on the floor, lock doors, and close shades or blinds.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Turn off lights. All personnel must remain lockdown until further instructions are received from official sources.

4.8 Instructional Continuity Plan

This section outlines the procedures to ensure continuity of instruction when in-person learning is disrupted due to an emergency, in compliance with California Education Code 32282 (effective July 1, 2025).

Pupil Engagement and Communication (within 5 days)

1. **Notification and Outreach:**

   - ECS will establish **two-way communication** with students and families within **five calendar days** of an emergency, ensuring compliance with state-mandated timelines.
   - The school will send **official notifications via email, phone, text, and the ECS website,** explaining the transition to independent study or alternative instructional options.
   - A **dedicated hotline and online portal** will be available for parents/guardians to ask questions and receive support.

2. **Academic and Social-Emotional Support:**

- Each student will receive an individualized transition plan based on their academic progress and needs.
- Counselors and mental health professionals will conduct wellness check-ins with students identified as needing additional support.
- ECS will provide on-demand virtual counseling and academic tutoring services to ensure students remain engaged.

3. **Tracking Engagement and Attendance:**

- Daily two-way interactions will be required for grades 6-8, while weekly synchronous instruction is mandated for grades 9-12.
- Teachers will monitor attendance and engagement through Google Classroom and digital attendance logs.
- Non-responsive students will receive follow-up calls from school staff, and intervention plans will be developed for students with continued disengagement.

<u>Access to Instruction (within 10 instructional days)</u>

1. **Instructional Options:**

- ECS will provide access to in-person instruction or remote instruction within 10 instructional days of the emergency, as required by Education Code Sections 51747 and 51749.5.
- Independent study programs will adhere to state guidelines, ensuring students receive equivalent instructional quality.
- Remote instruction will include live virtual instruction, recorded lessons, and asynchronous learning activities.

2. **Technology and Learning Resources:**

- All students will receive access to Chromebooks, Wi-Fi hotspots, and digital learning platforms.
- Learning materials (e.g., textbooks, assignments) will be available for pickup at designated locations or mailed home as needed.

3. **Support for Diverse Learners:**

- Special education students will continue receiving services as outlined in their IEPs and 504 Plans.
- English Learners (ELs) will have access to designated ELD instruction and language support services.

- ECS will provide academic intervention plans for students at risk of falling behind, with additional monitoring of students requiring higher levels of intervention.

Temporary Reassignment and Enrollment Flexibility

1. **Reassignment to Other Schools (if Necessary):**

   - If ECS is unable to provide instruction within 10 instructional days, students will have the option to be temporarily reassigned to another charter school, district, or county office of education (COE) within the same or an adjacent county.
   - ECS will coordinate with neighboring districts and COEs to facilitate smooth transitions.
   - ECS will provide documentation and transfer records to expedite the reassignment process and ensure students do not experience disruptions in academic progress.

2. **Maintaining ECS Enrollment During Reassignment:**

   - Students temporarily reassigned will remain enrolled at ECS and may return once ECS resumes in-person instruction.
   - Families will receive weekly updates regarding ECS reopening timelines and transition plans.

Academic progress at the reassigned institution will be monitored and credited toward ECS graduation requirements.

V Emergency Procedures

5.1 Immediate & Initial Responses Summary

Action	Purpose	If inside	If outside	Other measures
Drop, Cover & Hold On	To protect students and staff from flying or falling debris	Teachers instruct students to drop to the floor, Cover their heads, crawl under desks or tables and hold on.	If outside, teachers will instruct students to drop to hands & knees, & cover heads with their arms & hands	Teachers and students should move away from windows
Shelter in Place	Keep students indoors as protection from airborne contaminants. Including shutdown of HVAC systems & allow free movement of student w/in bldg	Teachers will keep students in the classroom until further instructions are given, close windows/doors and shut off AC/Heat/Fans	Students will proceed to their classrooms if it is safe to do so. If not teachers or staff will direct student into nearby classrooms of school building	Teachers are responsible for securing individual classrooms. The Facility Team will shut down the HVAC system, close and lock doors and windows, etc
Lock Down	To protect students and staff from threat of violence or gunfire	Teachers will instruct students to lie on the floor, lock doors & windows, & close shades or blinds	Students proceed to their classrooms if it is safe to do so. If not, teacher or staff will direct students in to nearby classroom or school buildings	Teachers and students remain in the classroom or secured area until given further instructions by Principal or police. Any open entrances are secured

Hold & Secure	To protect student and staff from threat of violence in surrounding area or facilitate emergency services on campus	Teachers will lock doors & windows until further instructions are given	Students proceed to their classrooms if it is safe to do so. If not, teacher or staff direct students into nearby rooms or bldgs	Teachers and students remain in classroom or secured area until given further instructions. Front entrance is locked

Action	Purpose	If inside	If outside	Other measures
Building Evacuation	To protect students and staff if it is unsafe to remain in bldg. Principal will initiate fire alarm		Office Manager will contact 911 and teacher will instruct students to evacuate	Teachers instruct students to evacuate, assemble in assigned Assembly Area & take class roster.
Relocation/Off Site Evacuation	To protect students and staff when it is unsafe to remain on campus		Principal or designee will determine the safest method of evacuation (e.g., use of school vehicles or walking)	Teachers instruct student to evacuate & take class roster. Once assembled off-site, teachers & students stay in place until instructions given
All Clear	Student and staff can return to classrooms			Principal make an announcement

5.2 Collaboration with Public Agencies

Annually, the ECS Home Office contacts area public agencies, such as Red Cross, Emergency Management Department of Los Angeles, the Los Angeles Emergency Network and the LA County Office of Emergency Management regarding possible collaboration in times of emergency. If a public agency requested use a a school site facility during a disaster or emergency, we would allow use on a first come, first served basis. Agencies would contact the ECS Home Office, and home office staff would coordinate with school site leadership.

5.3 Critical Operational Functions

Different threats or hazards may require overlapping functional responses. This section focuses on the different components of emergency response. While these component are described separately, it is important to remember that many functions will occur consecutively and some may may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

5.3a Notifications

Emergency Response actions should be accompanied by the following notifications:

- 911
- ECS Home Office
- Automated phone or text messages to parents and/or staff

Following an emergency response, site leaders may consider visiting advisories

5.3b Accounting for all Persons

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

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

<u>Accounting for all Persons Procedures</u>

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and indicate if students on their roster are missing or injured.
2. Assembly Area Team members will collect student rosters, including names of missing persons or persons who require medical care and submit to the Assembly Area Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Facilities/Security Lead, Communications/Accounting Lead and

Emergency Coordinator.

5.3c All Clear

This action is taken to notify staff and students that normal school operations can resume. This may be an announcement over the PA system, over megaphones or via phone calls to classrooms.

<u>All Clear Procedures</u>

1. The Emergency Coordinator (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Emergency Coordinator will use other means of communication, e.g., sending messengers to deliver instructions, use megaphone, call classrooms.. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".
2. The Emergency Coordinator will convene the school First Aid (Psychological) Team if the incident was traumatic to the school community.
3. The Emergency Coordinator will make a final notification update to home office and parents.
4. The Emergency Coordinator will complete a report to document the incident, including follow-up actions and submit to the Operations and Compliance Manager.
5. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns
6. Emergency Coordinator should send home phone message, text and or letter providing information on incident and reassuring families that it is safe to return to school
7. Emergency Coordinator may chose to visit advisories or assemblies to provide information and reassure students.

5.3d Drop, Cover, and Hold On

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

1. As soon as the ground begins to shake, staff and teachers instruct students to Drop, Cover and Hold On.
2. If possible, the Principal will make the following announcement on the PA system. *"As you are aware we are experiencing some seismic activity. For everyone's protection, all students and staff should follow DROP, COVER & HOLD ON procedures, which means you should drop to the ground, cover your head and neck with one arm and hand, and crawl under a table or desk, If there is no shelter, crawl to a wall, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until you receive further instructions."*

3. If inside, teacher will instruct students to drop, cover and hold on. If a sturdy desk or table is nearby, crawl under it, covering your head and neck with one hand.
4. If outside, teachers will instruct students to drop to their hands and knees and cover their heads with their arms and hands.
5. Teachers and students should move away from windows or any other falling debris.
6. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
7. When the shaking stops, remain in place for a few moments.
8. Check around you and be sure it is safe, before leaving your position.
9. Instruct students to leave their positions when you have confirmed it is safe for them to do so.
10. Indoors is usually safest after an earthquake.The campus engineer will be inspecting buildings and will instruct staff to evacuate if conditions are safer outdoors.
11. If you determine your indoor location is unsafe, attempt to evacuate to your buddy's room first. If both locations are unsafe, seek another classroom.
12. If your building seems unsafe, evacuate. Remember your usual route may be unsafe. Check before proceeding. Bring emergency backpack and/or bucket with you, if you evacuate,
13. The Emergency Coordinator will follow drop, cover, and hold on with an evaluation of the safety of the building.
14. If indoor spaces are deemed unsafe, the Emergency Coordinator will initiate evacuation to the assembly area and notifications to the Home Office and parents.
15. Once the incident has concluded and the campus has been determined to be safe, the Emergency Coordinator will initiate the All Clear action.

5.3e Evacuate Building

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

<u>Evacuate Building Procedures</u>

1. The principal or designee becomes the Emergency Coordinator, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Emergency Coordinator (principal) will use other means of communication, e.g., sending messengers to deliver instructions, use megaphone, call classrooms. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "*Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly*

area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Emergency Coordinator will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing or injured students on missing/injured student form
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Emergency Coordinator will make appropriate notifications to the Home Office and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Emergency Coordinator will initiate the All Clear action.

5.3f Hold and Secure

This action is taken when it is desirable to secure the school due to an ongoing situation outside and not related to the school, for example a nearby bank robbery or a police helicopter hovering nearby. Hold and Secure may also occur when there is a disciplinary issue or medical event on campus, and reducing foot traffic or observers is indicated. During Hold and Secure, outside doors and gates are locked, doors and windows are closed, but instruction continues until situation is resolved. During Hold and Secure, Administration may limit access to outside areas, such as parking lot and play-yard. Principal or designee will make an announcement to classrooms to indicate what areas may be off limits during hold and secure.

5.3g Lockdown

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

<u>Lockdown Procedures</u>

1. The principal or designee becomes the Emergency Coordinator, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Emergency Coordinator (principal) will use other means of communication, e.g., sending messengers to deliver instructions, use megaphone, call classrooms.. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. 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."

2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Emergency Coordinator will call local law enforcement. They will provide advice and support for the Emergency Coordinator by interfacing with municipal police and fire departments.
7. The Emergency Coordinator will make appropriate notifications to the Home Office and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Emergency Coordinator will initiate the All Clear action.

5.3h Off Campus Activity Evacuation

Emergencies may occur when school activities take place off campus, such as at an athletic practice facility, or during an intramural sporting event or field trip. Any off campus school event will have an administrator or administrative designee present. When a location is used repeatedly, the administrator or designee is responsible for learning that location's emergency procedures and, in conjunction with ECS administrators, developing emergency procedures for ECS students and staff. Then the administrator or designee is responsible for ensuring ECS students practice these procedures.

For off campus event locations that are not used repeatedly, the administrator or designee is responsible for identifying any existing emergency procedures and ensuring students follow these when a emergency occurs.

Off campus activity evacuation procedures provide for the orderly movement of students and staff along prescribed routes from a gym and/or designated parks to a designated area of safety. Off-site activity evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat

- Post earthquake
- Chemical accident
- Criminal incident

Administrator or Administrative Designee:

1. Determine the safest method for evacuating the area. This may include the use of buses, school vans or simply walking to the designated off-site location.
2. Call 911. Provide school name, location of off-site evacuation, reason for evacuation, and the number of staff and students being evacuated.
3. The administrator or administrative designee will make the following announcement: *"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION. TEACHERS OR COACHES ARE TO TAKE THEIR STUDENTS TO THE DESIGNATED OFFSITE ASSEMBLY AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER OR COACH.*
4. The administrator or administrative designee should ensure emergency backpack or other emergency supplies are taken to the evacuation site.
5. The administrator or administrative designee should notify site Principal and Home Office as soon as it is safe to do so.
6. When clearance is received from appropriate agencies, administrator or administrative designee will give an ALL CLEAR and instruct students and staff to return to the gym and/or field as appropriate.
7. As soon as is reasonably possible, the administrator or administrative designee will send an email to Superintendent and site principal describing the incident. Following the event, the administrator or administrative designee will ensure families of participating students receive a brief written description of the emergency, how it was handled, and, if appropriate, what steps are being taken in its aftermath.

Staff:

1. Take attendance before evacuating and keep student rosters on hand at all times. When given instructions by administrator or administrative designee, guide students to evacuate the gym, field, or park following designated routes. Staff and students will assemble in designated offsite assembly area listed below or as determined by administrator or administrative designee will.
   Note: If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
2. Take emergency classroom backpack/bucket, if available.
3. Take attendance when the class is reassembled in a safe offsite location. Report attendance to an administrator or administrative designee via phone or email.
4. Remain in place until further instructions are given.

5.3i Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the home office or other regional resources.

School sites are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services.

<u>Psychological Trauma/Crisis Procedures</u>

1. The Emergency Coordinator, the principal or designee activates the school ICS Team, including the Psychological First Aid Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. Psychological First Aid Team will work with the Emergency Coordinator to assess the impact and triage students, staff, and parents/guardians, as needed.
3. Psychological First Aid Team will provide direct crisis intervention services.
4. The Emergency Coordinator will notify the Home Office and request additional resources as necessary.
5. Psychological First Aid Team will advise and assist the Emergency Coordinator to restore regular school functions as efficiently and quickly as possible.
6. Staff will make every effort to limit exposure to scenes of trauma, injury, and death.
7. EC and Psychological First Aid Team will provide ongoing assessment of needs and follow-up services as required.

5.3j Relocation (Off Campus Evacuation)

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

Relocation Procedures

1. The principal or designee becomes the Emergency Coordinator, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Emergency Coordinator (principal) will use other means of communication, e.g., sending messengers to deliver instructions, use megaphone, call classrooms.. 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 relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."*
2. The Emergency Coordinator will determine the safest method for evacuating the campus. This may include the use of school vans or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Office Staff will take Emergency Response Box when leaving office.
5. Once assembled off-site, teachers and students will stay in place until further instructions are given. Teachers will keep their classes together and group according to grade level.
6. The Emergency Coordinator will make appropriate notifications to the Home Office and parents.
7. Once clearance is received from appropriate agencies, the Emergency Coordinator may authorize students and staff to return to the campus, or initiate Student Reunification procedures from the off-site location.

5.3k Reunification

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

Reunification Procedures

1. The Emergency Coordinator or designee will direct the Assembly Area Lead to activate Team Members for Student Release & Reunification Procedure. Team members report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. Team at the Reunion Gate will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Counselors or Administrators may be asked to assist the Assembly Area Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a counselor then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

5.3l 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, includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place no one should be exposed to the 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 the classroom.

<u>Shelter in Place Procedures</u>

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, e.g., sending messenger 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 THAT STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AREA WITH WINDOW 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 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., library, offices or multi-purpose room). Teacher should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
4. Teachers are responsible for securing individual classrooms whereas the Campus Engineer and team will assist in completing in completing these procedures elsewhere, as needed:
    a. shut down the classroom/building(s) HVAC system;
    b. turn off local fans in the area;
    c. close and lock doors and windows with wet towels or duct tape;
    d. seal vents with aluminum foil/plastic wrap, if available;
    e. and turn off sources of ignition, such as pilot lights.
5. The Emergency Coordinator will make appropriate notifications to the Home Office and parents.
6. Once the incident has concluded and the campus has been determined to be safe, the Emergency Coordinator will initiate the All Clear action.

5.3m Threat to Others

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with threat assessment best practices.

<u>Protocol for Responding to School Violence and Threats</u>

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at school-related activities and in all areas within school jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

1. Secure Campus/Office Safety
    a. Call 911 for immediate, emergency life threatening situations.
    b. Call local law enforcement for assistance at the school site or school related activity.
    c. Secure site and/or implement lockdown, if necessary.
    d. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization

   e. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
   f. For assistance and consultation,
2. Notify
   a. Relevant site staff (Who works with student? Who supervises student? Remember club leaders or special education service providers)
   b. Home Office
   c. Document the incident in PowerSchool

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

3. Gather available background information that may include:
   i. Student information (e.g., name, date of birth, address)
   ii. Emergency information (e.g., family contact, health care provider information)
   iii. Attendance records
   iv. Student cumulative records, including Individualized Education Program (IEP), psycho- educational assessment, prior school records
   v. Student discipline records, including any history or discipline related to the incident
   vi. Student health information, including self-injurious behavior and/or suicidal ideation
   vii. Review of school computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
   viii. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
   ix. Statements from witnesses (e.g., students, teachers, other staff)
   x. Family situation information
   xi. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
   xii. Access to weapons
   xiii. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)
4. Collaborate with local law enforcement or other pertinent agencies to determine risk of harm to self or others
5. Suspected Child Abuse--If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency.
6. Determine Appropriate Action Plan

a. Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:
    i. Contact with and/or apprehension of student(s) who initiated the threat.
    ii. Removal of student from premises.
    iii. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, or change of class(es).
    iv. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
    v. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
    vi. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
    vii. Obtain a restraining order, when appropriate.
    viii. Monitor progress toward re-establishing school safety.

7. <u>Student Re-entry Guidelines</u>
    a. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school .
    b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
    c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs Affect their ability to benefit from their educational program
    d. Consider creating a behavior contract, which would be signed by parent/guardian and student with guidelines for behavior or strategies to prevent further incidents.

8. <u>Provide Resources</u>
    a. For mental/physical health services, refer the student to a community resource provider, or their health care provider.
    b. For students who pose a risk to themselves, provide the 24/7 Suicide Prevention Crisis Line (877) 727-4747.

9. <u>Monitor and Manage</u>

a. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
b. Maintain consistent communication with appropriate parties on a need to know basis.
c. Update PowerSchool, as needed.

10. Document All Actions
    a. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case.
    b. The administrator/designee notes taken during the threat assessment meeting may be used by ECS attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Superintendent
    c. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

5.3n Utility Failure

Office Manager:

1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Contact the appropriate utility company as directed.
    - Department of Water & Power (800) 499-8840
    - Southern California Gas Company (800) 427 2000 (dial ("1") – gas leaks; "4" – all other issues)

Campus Engineer:

1. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activated the members of the Facilities/Security Team to isolate the area.

Teachers:

2. Do not panic. Calm students and listen to instructions.

3. Remain in classroom unless it is unsafe. If it is unsafe, relocate to buddy's classroom, if safd. Otherwise, find another safe location inside.
4. Open window shades and use emergency flashlights as necessary.
5. Prepare to relocate your class to your pre-designated Assembly area.

Facilities/Security Team

The Facilities/Security Lead is responsible for training members of the Facilities/Security Team to perform complete shut-off or shut-down of all site utilities (electrical, water, and gas) as necessary.

The Facilities/Security Lead shall assign staff to the various utilities to the inspected and as necessary they will be shutdown or shut off. The utility locations are shown in the next page.

1. **Summary Utility Locations**

Location of Utilities	
Utility	**Location**
Gas Shut Off Valves	Building A Southwest corner of educational building. Building B Southwest corner of office building.
Water Shut Off Valves	Adjacent to sanctuary building, to the right of the automatic parking gate.
Building Electrical Shut Off Valves	Educational Wing: Electrical room located immediately to left of main entrance. Counseling Building: Closet inside boys restroom. Admin Building: In electrical closet, downstairs, to the left of student services.
Main Electrical Station	Cabinet located on southeast corner of educational building next to dumpsters

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, the main switch is clearly marked and can be used to disconnect power to entire site.

Personnel responsible for shutting off the electricity are:

Campus Engineer

Campus Aide

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 don't smell gas, leave the valve alone.

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

The gas wrench is located at: main office

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

Campus Engineer
Campus Aide

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

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 pipeline 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 site's emergency water supply containers which will be utilized by the Principal as necessary.

In addition, another source of water is 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 the paragraph 1 above.

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

Campus Engineer
Campus Aide

5.4 Specific Threat or Hazard Responses

Check lists are included to outline the initial response to the following situations:

- Active Shooter/Gunfire
- 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
- Utility Failure

5.4a Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area there are three words to remember. Run, Hide & Fight! The following tips can help you become a survivor.

Remain calm, and try to keep your breathing even and exhale quietly to release adrenaline energies. Visualize enduring and surviving this event.

An Active Shooter on Campus may involve one or more individuals on school grounds who are armed with a firearm and have already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Active Shooter Procedures – Teachers & Staff

When an announcement over the PA is made of an Active Shooter on campus or you hear gunshots...

RUN! When an active shooter is ***NOT*** in your immediate vicinity:

- If there is an escape path, attempt to evacuate away from the shooter or where shots have been fired.
- Evacuate whether others agree to or not.
- Leave your belongings behind – ***JUST GET OUT***.
- Help others escape if possible.
- Prevent others from entering the danger area.

- Call 9-1-1 only when you are safe.

HIDE! If evacuation is not possible, find a place to ***QUIETLY*** hide:

- Lock and blockade all doors with furniture as high and deep as possible (i.e. desks, chairs, bookcases).
- Silence all cell phones and anything that might vibrate, ring, or emanate a tone and turn off computer monitors if necessary.
- Hide behind large objects.
    - Be out of the shooter's view.
    - Provide protection if shots are fired in your direction
    - Do restrict your options for movement.
- Remain very quiet.

FIGHT! As a last resort, and only if your life is in danger:

- Attempt to incapacitate the shooter.
- Act with physical aggression.
- Utilize any improvised weapons available, including, but not limited to, fire extinguishers.
- Commit to your actions. Have the will to survive and protect your students.

Principal or Designee

1. Assess the situation.
2. Inform the school via PA that a shooter is on campus and the location if known.
3. Call 9-1-1 immediately or when safe to do so. Or from a Cell Phone…Los Angeles County Sheriff @ (323) 820-6700
4. If your site has video surveillance equipment, monitor the shooter's movements and inform your staff via email.

The Office Manager:

· Notifies the home office and prepares a message for parents to be sent via text or recorded message. Inform parents that school is locked down and law enforcement is responding. Ask parents to please stay out of the area to allow police to work. We will notify as soon it is safe to return to the area and pick up students

· Prepares to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Campus Engineer and facilities team will:

· Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.

· Begin the process of accounting for all students and staff.

Staff should take steps to calm, reassure and control students when maintaining a hiding location away from the perpetrator.

Rapid Relocation Procedures

If there is an active shooter on campus as defined above and students are in imminent danger, the Principal or designee may initiate “Rapid Relocation” as part of a modified “HIDE” action as long as it does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

1. The Principal or designee will:

· Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off site evacuation point is the preferred destination, and only if the route is safe.

· Inform local law enforcement of the decision to leave campus and the destination. Keep law enforcement updated with information about any students and staff who do not arrive at the designated relocation point.

· Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.

· Inform Home Office of decision to relocate.

· Refer to steps 6-8 below for additional Emergency Coordinator actions.

2. In response to the school's notification, Home Office will:

- Research the nature of the event by contacting municipal law enforcement. Some events may be easily explained to the Emergency Coordinator, others may be more complex.
- Dispatch an additional staff to the relocation point to advise and support the Emergency Coordinator.
- If a municipal Incident Command Post is established, Home Office will send an ECS representative to interface with the municipal Emergency Coordinator and gather intelligence for the schools.
- Inform the Emergency Coordinator of what is known about the incident and provide the name and arrival time of the staff dispatched to the school.
- Compile names and locations of those unable to get to the relocation point, and dispatch staff to facilitate rejoining the rest of the school population.
- Provide point of contact for other resources who need to know the location of the command post and open routes to the relocation point.
- Connect with the Emergency Coordinator in person, by phone or radio and provide resources from Home Office that might include the following:
    - Coordinating assistance from counselors from other school sites
    - Arrange for transportation and a second (receiving) school so the students can be moved to a safe location at another school.
    - Send out an automated message to parents from ECS with additional information.
    - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from ECS Home Office.
    - Assist with reunification.
    - Provide assistance with media inquiries.

3. The First Aid/Medical Team may work with first responders and local authorities to assist injured students and staff in receiving medical attention.

4. The Emergency Coordinator will prepare a verified list of any wounded, and the locations to which they were transported. The Emergency Coordinator will confer with the Psychological First Aid Team to ensure notification of parents and family members of the wounded.

5. All media inquiries will be referred to the Superintendent.

6. The Emergency Coordinator will file an incident report and send it to the Operations and Compliance Manager.

7. Once the incident has concluded and the campus has been determined to be safe, the Emergency Coordinator will initiate the “All Clear” action.

8. The Emergency Coordinator will debrief with staff and school police officers.

5.4b Aircraft Crash

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

Principal:

1. Call 9-1-1 to report the crash.

2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Principal issues an “Evacuate Building” action, the students will evacuate the buildings using prescribed routes or other safe routes to 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: Facilities/Security Team, the Medical Team, and the Assembly Area Team,

4. You are the Emergency Coordinator. Being a comprehensive assessment of the situation and directing 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. Do not panic. Remain calm and follow instructions.

2. Determine if your class is in immediate danger.

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

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

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

6. Activate the Buddy System and either remain in Assembly Area to supervise student or report to the Command Post of assignment.
7. Wait for further instructions.

5.4c Biological/Chemical Weapons Assault

What to do if there is 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 all contaminated clothing 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 main office.
2. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
3. 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.
4. Minimum Incident Command System Activation recommended: Assembly Team Area and Facilities/Security Team. You are the Emergency Coordinator.

Office Manager:

1. Direct Campus Engineer to ensure that HVAC system is shut down.

2. 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.

3. Ensure that all student and staff have been accounted for.

All Personnel:

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

2. Do not turn on any air conditioner/heater or fan. 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.

3. Once in the Assembly Area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, injured and/or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

What to do if 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. Minimum Incident Command System Activation recommended: Assembly Team, Facilities/Security Team. You are the Emergency Coordinator.

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

Office Manager:

1. Direct Campus Engineer to ensure that HVAC system is shut down.

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

All Personnel:

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

2. Move indoors.

3. Close and secure all doors and windows.
4. Ensure that your heater/air conditioner is turned off.
5. Take roll of 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 tapes 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.

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

Office Manager:

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 Campus Engineer to ensure that HVAC system is shut down.
3. Call 9-1-1 to report the incident.
4. Follow normal evacuation procedures.
1. Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Facilities/Security Team. You are not the Emergency Coordinator.
2. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

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 assembly area, do not leave until instructed to do so. Teachers should immediately take roll and document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Area Leader.

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

5.4d 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?

Consult the Bomb Threat Form (see appendix) for guidance and attempt to record information during the call or immediately afterwards

Principal:

1. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.

2. Evacuate to Assembly Area.

3. Minimum Incident Command System Activation recommended: Facilities/Security Team You are the Emergency Coordinator.

Office Manager:

1. Dial 9-1-1 to notify police of Bomb Threat.

2. If you believe the bomb threat is credible, do not use walkie-talkie or cell phone. (There are some radio-controlled bombs)

5.4e 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 to where to go and which routes to take.

2. Establish and maintain communication with law enforcement and/or fire department. Establish a Command Post. Minimum Incident Command System Activation recommended: Facilities/Security Team

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 material 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.

5.4f Demonstration/Walkout

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

Demonstration/Walkout Procedures:

Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.

Principal

1. You are the Incident Commander, activate the school ICS Team, and initiate the appropriate Emergency Procedure, which may include a Hold & Secure or a modified Lockdown.
2. Notify Police if you require law enforcement
3. Notify Home Office
4. Activate Facilities/Security team members to immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. Inform students that there may be disciplinary consequences for leaving campus without permission
6. If students leave the campus, the Incident Commander, in consultation with the Facilities/Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window covering

Campus Engineer

1. Supervise students entering or leaving main gate. Attempt to have students sign log to record their departure
2. Instruct release other supervision or facilities/security team members to accompany students as they leave. Ensure these staff members have walkie talkies

Teachers

1. Encourage students to remain in classrooms. If they depart coordinate with buddy teacher so students remaining in classroom are still supervised. Call the office if your class appears to be the first to depart.
2. If significant numbers of your students depart, you may accompany them until supervision staff is able to supervise them. You may be instructed to accompany them off campus if your supervision is required.

5.4g Earthquake

What to do in case of an earthquake

ALL STAFF

Immediately:

1. DROP to the ground onto hands and knees. COVER your head and neck with your arms.
2. Crawl to a safer space if one is available
3. If you use a wheelchair or have mobility impairments and cannot Drop, Cover, and Hold On, protect your head and neck with your arms, and bend over to protect yourself if you are able. If you cannot Drop, Cover, and Hold On, you should immediately take action to protect your head and neck with a pillow or your arms, and bend over to protect yourself if you are able.

If inside:

4. Crawl under a sturdy desk or table. Hold On to it until the shaking stops, as it may move away from you.
5. Crawl away from windows or any overhead objects that might fall on you.
6. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
7. Stay away from windows, glass, bookcases and outside doors
8. Do not use telephones. When the shaking stops, place receivers back on the cradle.
9. Do not use elevators

10. If a fire develops, follow the procedures in the Fire Section.
11. Do not light any match, lighter, or other object that may create any open flame.
12. Tune to: KNX 1070 AM.
13. Prepare to evacuate to the Assembly Area, if instructed to do so.

If Outside:

1. Crawl to a clear area away from wires, buildings, and anything else that could fall and hurt you, but only if you can safely do so. Otherwise stay where you are.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Do not use telephones
4. If a fire develops, follow the procedures in the Fire Section.
5. Do not light any match, lighter, or other object that may create any open flame.
6. Prepare to relocate to evacuation assembly area, if instructed to do so.

After the shaking stops:

Principal:

1. Establish a command post and initiate damage assessment.
2. If necessary, direct the evacuation of staff and students to assembly areas.
3. Activate Search & Rescue Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted to the evacuation.
5. Minimum Incident Command System Activation recommended: Facilities/Security Team, Facilities/Security Team. You are the Emergency Coordinator.

Office Manager:

1. Locate Emergency Response Box and if evacuated, bring box.
2. Tune Radio to AM 1070

Teachers:

1. 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 wait further instructions. If your room is unsafe, attempt to relocate your

class to your buddy's classroom or another safer classroom or interior space. If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area (Refer to Facility Map for your assigned area).

2. Take emergency supplies and roll book to the assembly area.
3. Take roll and document absent, missing students and/or injured students on form
4. Determine the first aid needs of your class. Prepare to have injured students transported to the First Aid Area, when activated.

5.4h Fire

What to do in case of a fire?

Discovering Party:

1. Activate nearest accessible manual alarm pull box (located in all modules), 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.

Office Manager:

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
2. Inform Campus Engineer and Principal of fire location
3. Begin Evacuation procedure, if it has not already begun
4. Assume your normal evacuation procedure role

Principal:

1. Ensure that the disabled are assisted in the evacuation.
2. Minimum Incident Command System Activation recommended: Facilities/Security Team, Assembly Area Team. You are the Emergency Coordinator.

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 – oxygen feeds fires.

3. Evacuate when instructed to do so. Take roll book, emergency folder & emergency. Use pre-planned evacuation routes (refer to Evacuation Map) if safe to do so, otherwise use the safest route.

4. 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.

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 sheet. Turn attendance sheet in to the Assembly Team Leader.

6. Teachers should hold up colored card:
    a. Green Card – No Injuries No Missing Everything is OK
    b. Blue Card – Missing or Extra Persons
    c. Yellow Card – Minor Injuries Only
    d. Red Card – Serious of Life Threatening Injuries

5.4i Flood

What to do in case of a flood?

Office Manager:

1. If you are experiencing flooding problems, which may affect your school site, establish a Command Post and tune to Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EBS.

2. If flooding is imminent, Minimum Incident Command and System Activation recommended: Facilities/Security Team to begin sandbagging and other property protection measures as required.

3. Determine from the local authorities if the school is be evacuated or closed. If so, activate the Student Release Team to begin the student release process.

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

Teachers:

1. Do not panic. Remain calm and listen to instructions.

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

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

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

5. Prepare to release student to the Student Release Team. Note: Do not release any students until you have completed taking attendance and submitted it to Assembly Area Team Leader. Prepare to release individual students according to the student release procedures.

5.4j Heat/Smoke Emergency

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

Modifying Athletic Activities During Excessive Heat

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

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including After School personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

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

Modifying Athletic Activities During Poor Air Quality

Bad air quality can contribute to harmful diseases like asthma, lung disease and cancer in some cases. Air quality forecasts for Los Angeles can be found at:
http://www.aqmd.gov/home/air-quality/air-quality-data-studies
During Air Quality Advisories physical activities should be modified or eliminated in accordance with AQMD recommendations. During Purple, Red and Orange Alerts, recess and athletics should be indoors. During Yellow Alerts, students with asthma or other health issues may need to curtail physical activities outdoors.

Health Categories	POLLUTANT SPECIFIC CAUTIONARY STATEMENTS			
	Ozone	PM2.5	PM10	Carbon Monoxide (CO)
VERY UNHEALTHY (201 TO 300)	Active children and adults, and people with lung disease, such as asthma, should avoid all outdoor exertion. Everyone else, especially children, should avoid prolonged or heavy exertion outdoors.	People with heart or lung disease, older adults, and children should avoid all physical activity outdoors. Everyone else should avoid prolonged or heavy exertion.	People with heart or lung disease, older adults, and children should avoid all physical activity outdoors. Everyone else should avoid prolonged or heavy exertion.	People with heart disease, such as angina, should avoid exertion and sources of CO, such as heavy traffic.
UNHEALTHY (151 TO 200)	Active children and adults, and people with lung disease, such as asthma, should avoid prolonged or heavy exertion outdoors. Everyone else, especially children, should reduce prolonged or heavy exertion outdoors.	People with heart or lung disease, older adults, and children should avoid prolonged or heavy exertion. Everyone else should reduce prolonged or heavy exertion.	People with heart or lung disease, older adults, and children should avoid prolonged or heavy exertion. Everyone else should reduce prolonged or heavy exertion.	People with heart disease, such as angina, should reduce moderate exertion and avoid sources of CO, such as heavy traffic.
UNHEALTHY FOR SENSITIVE GROUPS (101 TO 150)	Active children and adults, and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors.	People with heart or lung disease, older adults, and children should reduce prolonged or heavy exertion.	People with heart or lung disease, older adults, and children should reduce prolonged or heavy exertion.	People with heart disease, such as angina, should reduce heavy exertion and avoid sources of CO, such as heavy traffic.
MODERATE (51 TO 100)	Unusually sensitive people should consider reducing prolonged or heavy exertion outdoors.	Unusually sensitive people should consider reducing prolonged or heavy exertion.	Unusually sensitive people should consider reducing prolonged or heavy exertion.	None
GOOD (0 TO 50)	None	None	None	None

5.4k 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.

Office Manager:

1. Ensure that 9-1-1 has been called.
2. Provide emergency First Aid. Activate the Medical First Aid Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
4. Isolate staff and student from the victim(s).

5.4l Nuclear Blast or Explosion Involving Radioactive Materials

What to do in case of a nuclear attack

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail.)

1. Principal or Office Manager Initiates Shelter In Place procedure. Establish a Command Post. Minimum Incident Command System Activation recommended: Facilities/Security Team, Medical First Aid
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The Emergency Coordinator will notify 911 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide first aid and extinguish fires. The Emergency Coordinator will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
5. The Facilities/Security Team will turn off the school's main gas supply (see Summary Utility Locations section in the Safe School Plan for gas supply shut-off valve location) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The Emergency Coordinator will notify the Home Office of the incident.
7. The Emergency Coordinator will notify and update parents via text, email and/or automated phone message.
8. Keep all staff and students indoors until it is determined by the Los Angeles County Health Department that it is safe.
9. Tune to Emergency Alert System (EAS) at KNX 1070 AM to receive updates.
10. Upon receiving the "all clear" signal, activate the Student Release Team.
11. Activate Incident Command System teams as required to accomplish necessary functions.

Teachers:

1. Do not panic. Remain calm and listen to instructions.
2. Keep students on the interior walls of the classroom.
3. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information.
4. Take roll and document absent and/or missing student on class attendance sheet.
5. Upon receiving the “all clear” signal, prepare to release students to the Student Release Team.

5.4m Severe Windstorm

Office Manager:

1. 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.
2. Minimum Incident Command System Activation Recommended: Facilities/Security Team
3. Determine from the local authorities if staff and students should moved to the interior core area of the building away from outside windows and doors.
4. 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 any injuries to your supervisor.

5.4n Suspicious Mail/Package

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 foreign country.
- Shows a city or state in the postmark that doesn’t match the return address.
- Is lopsided, oddly shaped, or has 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. Isolate the package.
6. Cover the spilled contents immediately with anything (clothing, paper, trash can) and do not remove this cover.
7. Evacuate the immediate area and close the door.
8. Notify the Principal.

All Personnel:

1. Do not panic. Remain calm and listen to instructions.
2. When informed of suspicious mail or package do not panic or spread rumors or communicate unverified information.
3. Remain away from any isolated area and follow instructions from the Principal or emergency response agencies.

Office Manager:

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.
4. Activate the Incident Command System and await the arrival of emergency response agencies.

VI Incident Command Systems

6.1 Personnel Assignments & Emergency Functions

All Staff

All site staff shall supervise students during and after an emergency or disaster, maintain order, and keep students calm, quite 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 the class list and emergency cards over to the staff member's designated buddy who will supervise students while the staff member performs other emergency related tasks.

Emergency Coordinator

The Emergency Coordinator (EC) is the school Principal or designee. The EC has the responsibility for setting up and coordinating the site's effort in identifying and dealing with disaster issues that may occur.

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 verifies facts and coordinates response and intervention. The EC is responsible for determining the need for, and requesting, outside assistance. The EC will coordinate resource allocation, press release, and action plan items.

Communications/Accounting Lead

The Communication/Accounting Lead is responsible for taking notes and accumulating data on the activities that take place during and after the disaster through the Incident Command Post (ICP). This information is a permanent record to be kept on file which reflects the work done by all of the ICP members and would be used during the critique to be done well after the event is closed.

The Communication/Accounting Lead receives reports and logs from other teams and relays information to the EC. The Communication/Accounting Lead keeps records of events, distributes record-keeping materials to teams and sends automated texts or phone messages to families.

The Communication/Accounting Lead notifies site staff how and when students will be released. They do not directly release student to parents. The Assembly Area Team handles this.

All records and forms generated shall be kept by this person are provided to the Home Office at the close of the emergency. After the emergency event has ended, the Communication/Accounting Lead is responsible for collecting forms used by all emergency team members at the site and compiling a file for these items. As necessary, complete a typed written record of all the events that occurred for clarity and better understanding. The Communication/Accounting Lead retains all original notes and documents as they are legal records. Copies are provided to Home Office.

Operations Support

This person supports the Communication/Accounting Lead. They relay messages between teams and the Communication/Accounting Lead and distribute materials to teams.

Facilities/Security Lead

Facilities/Security Lead oversees the Facility/Security Team. They lead light search and rescue, control of small fires or hazmat and direct utilities shut off. The Facilities/Security Lead coordinates building sweeps. They facilitate perimeter security when directed to do so by the Emergency Coordinator. They provide information on findings to the Incident Command Post 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.

Emergency food is located xxx

Emergency water is located

Search & Rescue equipment is located

First Aid

Student prescription Medication is located

Facilities/Security Team

Members of this team are prepared and able to perform some or all of the activities led by the Facilities/Security Lead. These include searching the facilities for injured persons, controlling small fires, containing or preventing the spread of hazardous materials, performing light rescue, shutting-off utilities as necessary, and controlling site security, when conditions are reasonably safe for their level of training. For example they are responsible for controlling small fires by use of hand extinguisher. In the event of a large fire, they should not attempt to fight the fire, should evacuate the building immediately and provide information to Incident Command Post

The Facilities/Security team members perform building sweeps and support perimeter security when required.

Assembly Area Lead

The Assembly Area Lead oversees the Assembly Area. They collect missing persons and injury reports and provide information to the Communications/Accounting Lead at the Command Center. The Assembly Area Lead coordinates supervision and triage of students in the assembly area. They send students to first aid and oversee distribution of food and water, as required. Members of the Assembly Area Team support these tasks. Assembly Area Lead coordinates with the Communication Accounting Lead to establish when Student Release is feasible. When the Emergency Coordinator approves student release, the Assembly Lead dispatches Assembly Area Team members to perform the release process.

Assembly Area Team

The Assembly Area Team supervises students and activities in the Assembly Area. They fill in Missing and/or Injured students and supervise additional classes when teachers who are members of other emergency teams need to perform their assigned emergency tasks. The Assembly Area Team assists with distribution of food and water. When the Assembly Area is stable and the EC activates Student Release, members of the Assembly Area Team are assigned to perform safe release of students to their parents, relatives or others identified with carrying out that function. The release of students and staff is done with the approval of the Emergency Coordinator and supported by the Communications/Accounting Lead

The Student Release Team Leader shall ensure that releases are only done within the guidelines set forth by the school and that student releases 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.

Team members facilitating Student Release shall keep a log of all students released on the Emergency Student Release Log and give these forms to the Communication/Accounting Lead

First-Aid Team (Medical)

The First-Aid Team is composed of designated staff with first aid training. The First-Aid Team is responsible for providing a location for injured to be treated. The First Aid Team administers basic first-aid and logs all injuries and injured on the First Aid Log Sheet

If First-Aid care is performed on a student or staff member, the First Aid Team completes the Emergency First Aid Form, which tracks individual care. At the end of the emergency event the Log Sheet and Emergency First Aid Forms are returned to the Communications/Accounting Lead.

The First-Aid Team also is responsible for handling fatalities and establishing a morgue. The First-Aid Team reports to the Emergency Coordinator using the First Aid Log Sheet.

1. Mortality Management Guidelines
   These guidelines apply to the Emergency Coordinator and Facility/Security Team, as well as the Medical First-Aid Team.

   Responsibilities: after pronouncement of 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 decedent, if know
    - 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 bag 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 the police of the location and if known, the identity of the body. They will notify the coroner.
- Keep accurate records and make available to police/coroner when requested.
- Keep unauthorized person 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 comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstance. Most likely, the only bodies that will be in morgue area will be persons who died while at the Medical/First Aid Station.

6.2 Incident Command Structure

Emergency Coordinator
Decision Maker
Directs all operations
Verifies facts
Coordinates response & Intervention
Speaks to Press

Communications/ Accounting Lead
Receives reports/logs from Emergency Teams
Keeps records of events
Distributes supplies to teams

Facilities/Security Lead
Leads Search & Rescue
Fire/HazMat Control
Utilities Shut Off
Building Sweeps
Perimeter Security

Assembly Area Lead
Oversees Assembly Area
Collects Missing Person & Injury Reports
Provides Reports to Comm
Sends Injured to First Aid
Oversees Student Release
Oversees Food/Water Distribution

Operations Support
Supports Communication/Acct Lead
Relays messages
Distributes supplies

Facilities/Security Team
Performs Search & Rescue
Fire/HazMat Control
Utilities Shut Off
Building Sweeps
Perimeter Security

Assembly Area Team
Supervise Students
Run messages from Assembly Area to IC
Escort students to First Aid
Support Assembly Area Lead
Assemble & distribute food/water

First Aid (Medical)
Set up first aid station
Perform first aid/triage
Record who is assisted & how
Provide Updates to Comm/Acct
Manages Mortality

First Aid (Psychological)
Provides psychological/emotional support and crisis counseling for students, staff, & parents.

6.3 Emergency & Incident Command Teams Key

Emergency & Incident Command Teams Key			
Team	Leader	Alternate	Team Members
Emergency Coordinator	Principal	Assistant Principal	• Assistant Principal • Dean of Student Culture • Lead Counselor • Office Manager • Campus Engineer
Communications/ Accounting Team	Office Manager	Office Assistant	• Office Coordinator • Food Services • Office Assistant
Facilities/Security	Campus Engineer	Campus Engineer Coordinator	• Campus Engineer Coordinator • Supervision Staff
First Aid (Medical)	Student Services	Community Liaison	• Community Liaison • ELD Para Educator
Assembly Area	Dean of Student Culture	Student Services	• Math Coach • Team Leaders
First Aid (Psychological)	Lead Counselor	DIS Counselor	• Special Education Coordinator • Special Education Specialists

VII Appendix

7.1 Dates for Emergency Drills

Type of Emergency Drill	Date
Emergency Evacuation/Fire	S1 09/25/25 S1 12/10/25 S2 04/03/26 (Fire)
Earthquake	S1 10/16/25 S2 01/14/26 S2 03/10/26
Lockdown & Shelter-In-Place	S1 11/18/25 S2 02/02/26 S2 05/14/26 S2 06/03/26

7.2 Safe Classroom Checklist

Wall & Ceiling Covers

- Material cannot block the flow of the sprinkler system or hang from sprinklers
- Material cannot block the visibility of exit signs or Fire Pull Stations.
- Material cannot add excessive combustibles to a room.
- Material cannot be used if it interferes with an alarm system motion detector.
- Material cannot cover electrical outlets.
- Plastic curtains cannot be used.

Doorways

- Doors must be free of obstruction and a pathway the width of door must be clear. The clearing must extend out 10 feet from the door.
- Classrooms with exterior doors must maintain a clear pathway to the door.
- Exterior doors must be closed and locked during the school day.

Floor Coverings

- A classroom with an exterior door should have an approved non slip mat at the door
- Carpet should have non-slip backing & carpet corners and edges must be flat to the ground

- Rugs cannot cover an electrical cord.

Trip Hazards

- Check for unprotected wires across walkways or portable whiteboards/dividers too close to walkways

Exit & Evacuation

- Classrooms must have an evacuation map/exit instructions in close proximity to the door.
- The evacuation map/exit instructions should indicate two routes of escape.
- Emergency supply bucket signage should be visible and bucket present

Fire Extinguisher

- Easy to find and Well marked. Fire extinguishers cannot be blocked or covered.
- Extension cords MUST be UL Listed, three pronged ,and rated to handle the desired load.
- Extension cords cannot be daisy chained. They must be plugged directly in to a receptacle.
- Power Strips cannot be daisy chained and must have a built in breaker switch.
- Extension cords cannot be affixed to structures, or run through walls, ceiling tiles or under rugs

Storage

- Stored or stacked items cannot be higher than 9 inches from the ceiling.
- Stacked items cannot be a hazard, too heavy for shelf, unbalanced, etc.
- Tall bookshelves should be secured.
- Heavy items should not be stored more than 4 feet above the ground or above/adjacent to seating areas unless secured

Furniture

- Bean Bag chair should have tag attached stating chair and filler are non-toxic and flame retardant

7.3 School Preparedness Self-Evaluation Checklist

A. **ASSESSMENT & PLANNING ACTIVITIES**

1. We have a school emergency preparedness committee that includes some of the following groups of people:

   - administrators
   - teachers
   - classified staff
   - others:_____
   - students
   - parents
   - other community members

2. School staff have reviewed and revised our plan in the past year.

   ALL MOST SOME FEW NONE NOT SURE

3. School staff have had the following training:

   Insert number of staff

   ___ Basic First Aid
   ___ Advanced First Aid
   ___ CERT
   ___ Military
   ___ Fire Suppression
   ___ Wilderness First Aid
   ___ Safety Training
   ___ Red Cross Disaster Class
   ___ Outdoor Survival Class
   ___ Law Enforcement
   ___SEMS/NIMS/ICS Training
   ___ Amateur Radio (HAM)
   ___ How to turn off electricity, water, gas
   ___ Student release procedures
   ___ Shelter, Nutrition, Sanitation
   ___ Psychological First Aid or Crisis Counseling
   ___ Other: _____

4. Parents have received information about our plan and our drill (check all that apply)

   - we did not notify parents
   - by letter home with students
   - via teacher contact
   - by letter mailed to home
   - via meeting

5. We have site and neighborhood maps and have identified evacuation routes and locations.

   Yes No

6. Our Evacuation Route Map is posted in each room, with the room marked on the map.

ALL MOST SOME FEW NONE NOT SURE

7. We encourage staff and students to prepare for disasters at home and provide support material for doing so.
   Yes No

8. Staff have completed their own Family Disaster Plans
   Yes No

9. Teachers have reviewed their normal emergency evacuation routes.
   Yes No

10. Teachers are prepared to check in on neighbouring classrooms.
    Yes No

11. We have plans to assist any individuals with disabilities, or any other special needs who will need assistance in understanding and/or evacuating.
    Yes No

12. Student emergency release and emergency contact information is updated at the beginning of the school year.
    Yes No

13. Parents know that their children will be safely cared for at school until parents or other authorized adult can pick them up.
    Yes No

14. School staff are aware that they are expected to stay on the job as disaster service workers.
    Yes No

15. Individual staff whom may need to be released have identified themselves in advance.
    Yes No Not Sure

17. If we are located near the coast, or near a hazardous materials site, we have plans for evacuation to a safer location.
    Yes No Not Sure

18. We know whether we are expected to provide emergency shelter in association with our local Red Cross Chapter or local government.
    Yes No Not Sure

19. We have plans for an alternate school site for school continuity following a disaster.

Yes No Not Sure

20. We have plans for alternate schedules and methods as needed means for continuing instruction during a period of school closure due to disaster.

Yes No Not Sure

21. We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should they be destroyed in a disaster.

Yes No Not Sure

B. PHYSICAL & ENVIRONMENTAL RISK REDUCTION

1. Our school buildings meet all current standards for earthquake safety.

ALL MOST SOME FEW NONE NOT SURE

2. Our portable classrooms are all securely fastened to the ground or their foundations.

ALL MOST SOME FEW NONE NOT SURE

3. We have fastened tall and heavy furnishings that could fall during earthquake shaking and could kill or injure people.

ALL MOST SOME FEW NONE NOT SURE

4. We have secured furnishings and equipment that could slide during earthquake shaking and could kill or injure people.

ALL MOST SOME FEW NONE NOT SURE

5. We have secured supplies, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill, injure people or impair educational continuity.

ALL MOST SOME FEW NONE NOT SURE

6. We have limited, isolated and secured hazardous materials.

ALL MOST SOME FEW NONE NOT SURE

7. Our exit routes are marked and are kept clear.

ALL MOST SOME FEW NONE NOT SURE

8. We have smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers in place and maintained regularly.

ALL MOST SOME FEW NONE NOT SURE

9. We have emergency lighting for areas where needed during school hours.

ALL MOST SOME FEW NONE NOT SURE

C. RESPONSE CAPACITY DEVELOPMENT ACTIVITIES

1. Teachers and staff know how to use a fire extinguisher.

ALL MOST SOME FEW NONE NOT SURE

2. Students have practiced “Drop, Cover, and Hold On” in their classrooms, and building evacuation.

ALL MOST SOME FEW NONE NOT SURE

3. Students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t Run! Don’t turn back!

ALL MOST SOME FEW NONE NOT SURE

4. Students know that if they are outside of a classroom they should exit to the assembly area and NOT go back inside.

ALL MOST SOME FEW NONE NOT SURE

5. Students in science labs know how to extinguish flames and isolate hazardous materials that may be in use during an earthquake.

ALL MOST SOME FEW NONE NOT SURE

6 Emergency Go-Bag are available in each classroom

ALL MOST SOME FEW NONE NOT SURE

7. We have the following emergency supplies for students & staff:

- water
- food
- first aid supplies
- sanitation supplies
- emergency lighting
- alternate communications
- shelter

7.4 Principal's Survey for Emergency Assignments

Every year we must review our school's *Safe School Plan*. As part of that review we want to make sure that we have made the best decisions as we assign staff members to emergency response teams.

Please take a minute to fill out this questionnaire and tell us about your preferences, training, skills and aptitudes. We will use the responses to make sure that our school's Safe School Plan reflects the best use of all of our skills. Please remember that in the event of an emergency, plans and assignments are flexible, depending on needs.

NAME: _____

I HAVE HAD THE FOLLOWING TRAINING:

- ❑ Red Cross First Aid/CPR/AED
- ❑ Advanced First Aid
- ❑ CERT
- ❑ Military
- ❑ Amateur Radio (HAM)
- ❑ HAM DCS Training
- ❑ Other: _____
- ⊚ Safety Training
- ⊚ Red Cross Disaster Class
- ⊚ Outdoor Survival Class
- ⊚ Firefighter/Law Enforcement
- ⊚ SEMS/NIMS/ICS Training
- ⊚ Crisis Counseling

I HAVE THE FOLLOWING SKILLS:

- ❑ Construction/Hand Tools
- ❑ Hazardous Materials
- ❑ Other:_____
- ⊚ Rescue
- ⊚ First Aid/Medical

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

- ❑ First Aid Team
- ❑ Security/Utilities Team
- ❑ Psychological First Aid Team
- ❑ Student Release to Parent/Guardian
- ⊚ Search & Rescue Team
- ⊚ Fire Suppression/Haz-Mat Team
- ⊚ Assembly Area Management

I AM THE PRIMARY CARE PROVIDER FOR A MINOR CHILD (Optional)

- ❑ Yes
- ⊚ No

Please return this form to _____by _____.

7.5 Emergency Drill Data Worksheet

Use this form to record your drill information and recording.

(Choose one)

☐ Fire
☐ Earthquake drill with evacuation
☐ Shelter in Place
☐ Drop/Cover/Hold
☐ Campus Protection or "Lockdown"

Date: ___/___/_____

Name: _____ Position: _____
Person completing this form

1. What type of alert system did you use to alert students/staff of the drill?
   ☐ Fire Alarm/Bell ☐ Voice through Intercom/PA ☐ Bull Horn ☐ Whistle
2. Time Drill Started: _____ (am / pm) Time Drill Completed: _____(am / pm)
3. Total number of staff involved in the drill activity?
4. Total number of students involved in the drill activity?
5. Did any special needs students participate in the drill? If yes, about how many?
6. Did you encounter any challenges with the special needs children? (Y/N)
7. If yes, please describe challenges: _____
   _____
   _____
8. How long did it take to evacuate all buildings? _____ (minutes) _____
   (Time from START of drill to the time when last staff or student arrived at the staging area.)
9. Did you establish an Incident Command Post? (Y/N)
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
11. Did you use the ECS Safe School Plan:
    (Check all that apply)
    ☐ Yes, during the planning of the drill. ☐ Yes, during the execution of drill.
    ☐ Yes, after the drill. ☐ No, we did not use the Safe School Plan.
12. Did you use any supplies during the drill? (Check all that apply)
    ☐ Yes, our staff took supplies out their storing area.
    ☐ Yes, our staff used the supplies during the drill.
    ☐ No, we did not use emergency supplies.
13. Were parents notified either before or after the drill? (Y/N)
14. How were parents notified? (method)
15. Did any parents participate in drill? If yes, about how many?
16. What did parents do? _____
17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.
    _____

_____

18. Did you encounter problems with any of the following?

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

19. Using a grading scale from 1 through 4, please grade the following:
(1 is not proficient, 4 is better than proficient)

	1	2	3	4
a. Student behavior during evacuation procedure				
b. Student accounting				
c. Staff accounting				
d. Performance of alert system				
e. Performance of members of the school safety team				
f. Overall student performance				
g. Overall staff performance				

20. Did you debrief after the drill? (Y/N)

21. What were the three top lessons learned?

1. _____
2. _____
3. _____

22. How can this drill be improved in the future?

_____

_____

7.6 Bomb Threat Report

School _____

Time of Call _____ Date of Call _____

Person Receiving Threat_____

Form of Notification (Call/Email/Letter, etc) _____

I. REPORT OF PERSON RECEIVING TELEPHONED THREAT	
A. Ask the caller the following questions	
Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:					
		Male			Intoxicated
		Female			Speech Impediment
		Child			Special Ethnic Characteristics
Age (Approx.)			Other		

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
	Music		Babies or children		Airplane
	Conversation		Cars/trucks	Other	
	Typing		Machine noise		

II. REPORT BY PRINCIPAL			
A. The police were contacted by (Name of person)			
Date		Time	
Police personnel taking call			
Officer responding to call			

B. Was a search made for the bomb?		–	Yes			No
If "yes," give details regarding search						

C. Was an evacuation conducted?			Yes			No
If "yes," indicate buildings or areas evacuated						

D. Remarks:	

7.7 Informal Complaint/Concern Form

Thank you for taking the time to fill out this form. Since administrators and teachers aren't always immediately available to meet with you, filling in this form helps us to resolve your concern more quickly and completely.

1. Contact Information:

Name: _____
Student's Name:_____
Best way to contact you (email or phone #): _____

You are filing this form on behalf of: _____
☐ yourself ☐ your child ☐ another student

III. Details of Concern/Complaint
Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** your concern or complaint in as much detail as possible:

_____
_____
_____
_____

List the **individuals** involved in the incident(s):

_____
_____
_____

List any **witnesses** to the incident(s):

_____
_____

Describe the **location where** the incident(s) occurred:

_____
_____
_____
_____

Please list **all the date(s) and times** when the incident(s) occurred or when the alleged acts first came to your attention:

_____
_____
_____

Have you discussed your concern or brought your concern to any other Environmental Charter Schools' personnel? If you have, to whom did you take the concern, and what was the result?

_____
_____
_____
_____

What action would you like to see to resolve your concern?

_____
_____
_____
_____

_____ _____
Signature of person filing Date

Received by: Date Filed:
Title:

Please provide a duplicate copy to the person submitting form.

7.8 Head Injury Notification

Date_____

Dear Parent/Guardian:

Your student _____ received a blow/bump to their head today.

Where it happened:_____Time: _____

First aid given: ☐ Ice ☐ Rest (for how long? _____)

Outcome

- ☐ Parent was called: Time: _____ Message left: _____ Spoke to: _____
- ☐ Student felt well and returned to class
- ☐ Student sent home with parent or guardian

Comments: _____

Assistance was given by:_____

Sometimes the symptoms of head injuries do not appear immediately after the trauma, but hours, days, weeks or even months after the injury. If you notice any changes in behavior or an increase or onset of symptoms, please seek medical attention.

IF YOUR CHILD'S SYMPTOMS DO NOT IMPROVE WITHIN 24 HOURS CALL YOUR HEALTHCARE PROVIDER
IF THEY EXPERIENCE ANY OF THE SYMPTOMS BELOW, IMMEDIATELY CALL YOUR HEALTHCARE PROVIDER, TAKE YOUR CHILD TO THE EMERGENCY ROOM, OR CALL 9-1-1

- Worsening loss of memory or trouble with thought patterns (takes a while to remember events or items).
- Severe or pounding headaches or persistent or worsening headaches despite medication.
- Mental confusion, notable behavioral changes, unusual behavior (excessive crying, combativeness).
- Dizziness, poor balance, or unsteadiness.
- Nausea, vomiting or fever
- Abnormal drowsiness, lethargy
- Convulsions
- Tingling or numbness in arms, hands, and/or feet
- Blood or clear fluid from ears or nose
- Blurred or double vision or slurred speech
- One pupil (the black part in the middle of the eye) larger than the other

If you have any questions or concerns, please contact your healthcare provider.

Fecha _____

Estimado Padre/Tutor:

Su hijo/a _____ recibió un golpe en su cabeza hoy.

Ocurrió en (lugar)_____ Hora del incidente _____

Primeros auxilios: □ Hielo □ Descanso (¿tiempo? _____)

Resultado:

□ Comunicación con el padre: Hora _____ Teléfono _____ □ Deje mensaje

o Nombre de la persona con que hable: _____

□ El estudiante se sintió bien y regresó a la clase

□ Estudiante enviado a casa con su padre o tutor

Comentario: _____

La asistencia fue dada por:_____

En ocasiones los síntomas de lesiones en la cabeza no aparecen inmediatamente después del trauma, pero horas, días, semanas o incluso meses después de la lesión. Si usted nota cualquier cambio en el comportamiento o un aumento o inicio de los síntomas, por favor busque atención médica

Si los síntomas de su hijo no mejoran dentro de las 24 horas
comuníquese a su proveedor de atención médica
Si experiencia cualquiera de los síntomas a continuación, llame inmediatamente a su proveedor de atención médica, lleve a su hijo a la sala de emergencias, o llame 9-1-1

- Empeoramiento de la pérdida de memoria o problemas con los patrones de pensamiento (toma un tiempo para recordar eventos o artículos).
- dolores de cabeza intensos o fuertes o dolores de cabeza persistente o agravante a pesar de los medicamentos.
- confusión mental, cambios de comportamiento notables, comportamiento inusual (llanto excesivo, combatividad)
- mareos, mal equilibrio o inestabilidad.
- náuseas, vómitos o fiebre
- somnolencia anormal, letargo
- convulsiones
- hormigueo o entumecimiento en brazos, manos y/o pies
- visión borrosa o doble
- Tiene una pupila (la parte negra en el centro del ojo) más grande que la otra

Si tiene alguna pregunta o inquietud, comuníquese con su proveedor de atención médica.

7.9 Emergency Student Release Log

(print Landscape and place copies in Emergency Response Box with clipboards and pens. To be used during Emergency Event for Student Release)

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

Date_____

Student Name	Release Time	Name of Person Released To	Adult Signature

7.10 Emergency Injury/Information Reporting Form

(Print landscape and include in Emergency Resource Box.
Give to Medical First Aid Team During Emergency)

Date: **School:**

Student Name	Injury	Care provided	Outcome

7.11 Missing Persons/Injury Report

(Place in Teacher Emergency Folders. To be filled in at Assembly Area by Teaching Buddy Teams and Given to Assembly Area Lead)

Name _____ Date_____

Name of Missing Person	Location Last Seen

Name of Injured Person	Type of Injury	Current Location (e.g., Assembly Area, Specific Classroom)

7.12 Emergency First Aid Treatment Form

(Fit to Page and Print Many. Place in Emergency Response Box & give to First Aid Team during emergency)

Student/Staff Name	Date	Time

Allergies/ Medications/Past Medical History:

☐ Consent to treatment ☐ Refusal of treatment _____

Student/Staff Signature

Chief Complaint

First aid assessment: (What is the injury/illness?)

Time it occurred:

General Observations: (consider: conscious/drowsy/un-Conscious, pulse rate, respiration, skin temp)

Assessment Injuries/Symptoms & Signs

Abrasion	Discolouration	Pain
Bleeding	Fracture (?)	Sprain
Burn	Laceration	Swelling
Contusion		Tenderness

R L L R

Pupils	**Reactive**	**R:**	Y N	**L:**	Y N
	Equal	**R:**	Y N	**L:**	Y N

Treatment:

DEPARTURE VIA		Time of Departure	Expected Destination
Ambulance	☐		

Parent/Guardian	☐	
Other (e.g., Police, Security)	☐	
Released to School Staff	☐	
First Aider (Print Name): Signature:		***Office**: Add site name here before copying*

7.13 Site Maps

ECMS-G Vicinity Map

ECMS-G Assembly Areas
WATER
WINTER
GALAXY
AIR
SPRING
FALL
EAST
NORTH
MPR
EARTH
ESTRELLA
Main Offices & STUDENT SERVICES
LUNA
SUMMER
FIRE
LCC(SOL & ECLIPSE)
WEST
SOUTH
185TH PLACE
AINSWORTH STREET
MENLO AVENUE
INSTALL NO STOPPING ANYTIME SIGNS
INSTALL SECURITY GATE (Closed Except During Student Drop-off and Pick-up Periods)
APARTMENTS
If you are on your prep period or do not have students, please report to your buddy teacher

Evacuation 1st Floor
If you are on your prep period or do not have students, please report to your buddy teacher
Estrella
Earth
Main Offices & SS
Learning Center Complex (SOL & Eclipse)
Luna
East
North
South
West
Fire
Summer & "The Bubble"
INSTALL SECURITY GATE (Closed Except During Student Drop-off and Pick-up Periods)
INSTALL NO STOPPING ANYTIME SIGNS
APARTMENTS
MENLO AVENUE
185TH PLACE
AINSWORTH STREET

Evacuation 2nd Floor
If you are on your prep period or do not have students, please report to your buddy teacher
MPR
Spring
Oasis
ELD
Air
Fall
Water
Galaxy
Winter
INSTALL SECURITY GATE
(Closed Except During Student Drop-off and Pick-up Periods)
INSTALL NO STOPPING ANYTIME SIGNS
APARTMENTS
MENLO AVENUE
185TH PLACE
AINSWORTH STREET

ECMS-G First Floor

ECMS-G 2nd Floor

ECMS-G Admin Building

Second Floor

First Floor

ECMS-G Education Building

Second Floor

First Floor

7.14 Resources

Integrated Safe Schools Plan, Venice High School, LAUSD.
https://venicehs-lausd-ca.schoolloop.com/safety

Active Shooter Resources
Securing Doors Article
Barricading Doors
Video on Preparation

Earthquake resources
Video
https://www.youtube.com/watch?v=GSDmqLQmMN0&list=PLs1gMujRSBY2t7JB4VS-AymFwN-6Lvg20

Psychological Crisis
Distressed Students Guide, UC Santa Barbara
http://www.sa.ucsb.edu/responding-to-distressed-students/welcome