

COMPREHENSIVE SCHOOL SAFETY PLAN 2021-2022

ISANA OCTAVIA ACADEMY (IRVING)

Bridgett Henry, Principal
3010 Fletcher Dr. Los Angeles, CA 90065
(310) 780-0717
bhenry@isanaacademies.org

A meeting for public input was held on 5/15/15 at ISANA Octavia
Reviewed by Law Enforcement on 5/6/15
Plan adopted by Parent Advisory Committee 5/15/15

For Board Approval: 08/24/2021

This document is available for public inspection at campus front office.

Table of Contents

School Site Mission	3
School Crime Assessment	3
Child Abuse Reporting Procedures.....	3
School Discipline	4
Procedures to Notify Teachers of Dangerous Pupils	4
Sexual Harassment Policy.....	4
School Wide Dress Code	4
Procedures to Ensure a Safe and Orderly Environment.....	5
Component 1: People and Programs.....	5
Component 2: Place	6
Procedures to allow a public agency use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare	7
Policy prohibiting discrimination, harassment, intimidation, and bullying.....	7
Procedures for Safe Ingress and Egress from School	7
Access to the school campus (visitors)	7
Hate crime reporting procedures and policies	7
ISANA Academies Emergency Practice Drill Schedule 2019-20.....	11
ISANA Academies Staff Training Schedule 2019-20	12
Disaster Procedures Overview	13
Chain of Command:.....	14
Disaster / Evacuation Procedures:	15
Environmental Hazards:.....	15
Fire:.....	15
Earthquake:	16
Bomb Threat or Detonation:	17
Biological, Radiological, Chemical and other activities:.....	18
1. Notify utility company. Provide the following information:.....	20
a. Affected areas of the school site	20
b. Type of problem or outage	20
c. Expected duration of the outage, if known	20
3. Determine length of time service will be interrupted.....	20
4. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.....	20
Medical Emergencies:.....	22
Explanation of Division of Labor By SEMS Function.....	23
Planning / Intelligence	25
Operations	25
Logistics.....	27
Finance/Administration.....	28
School Site Team Members	29
Management.....	31
Priority Release:.....	45
Emergency Sign-Out Sheet.....	46

School Site Mission

ISANA Octavia Academy is committed to the safety and security of each and every student. To learn at the highest levels, students need to feel safe and secure at school. To this end, the ISANA Octavia Academy Safety Plan has been created. Each element is described, and corresponding documents are attached.

School Crime Assessment

ISANA Octavia Academy provides compiled school crime information for the California Safe School Assessment as mandated by the state of California. This information is forwarded to the Los Angeles Unified School District office, which collects such information from all school sites. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

- a) Data sources reviewed
 - i. Local law enforcement crime data
 - ii. Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
 - iii. Attendance rates
 - iv. LCAP
 - v. LEA Plan

- b) In analyzing local law enforcement crime data, as well as on campus suspension, expulsion, and attendance reports, we identified the following strategies and programs to maintain a high level of school safety:
 - 1) To ensure our campus is secure from outside criminal activity we will continue to have gated entrances that require outside visitors to contact our front office for access.
 - 2) To ensure a low suspension/expulsion rate we will continue our positive behavior support system of the ISANA Peace Tree and also maintain proactive and strong supervision during all transition times.
 - 3) To ensure a high daily attendance rate, we will call home on the day of school that is missed by the student. After 3 unexcused absences, the school and family will meet to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families find solutions to cut down on absenteeism. Meetings with the family are documented by the principal.

Child Abuse Reporting Procedures

Reporting child abuse is mandated by the California Penal Code. This law requires school employees to report any reasonable suspicion of child abuse or neglect to the local police department, sheriff's department, or county welfare office. All ISANA Octavia Academy staff report any suspected case of child abuse or child neglect. Teachers and classified employees are asked to make the report and notify

an administrator or ask an administrator to assist in making a report. ISANA Octavia Academy administration reviews the reporting procedures at the beginning of the year . All school employees will receive annual training on the mandated reporting requirements within six weeks of the first day of each school year or their first day of employment. Child abuse reporting procedures can be found in the ISANA Academies Parent and Employee Handbooks.

School Discipline

ISANA Octavia Academy has created a school wide discipline plan in order to communicate high standards and expectations and hold students accountable for their behavior at school and school-sponsored events, including off-campus events and field trips. This plan was created by a committee of parents, students, teachers, and administrators, and is reviewed and updated each year. The discipline plan is given to every student and reviewed in a mandatory assembly presented by the Principal. Parents are required to review the discipline plan with their child, and both parent and student sign a signature card attesting that they have read the plan. Staff members consistently enforce the school-wide standards.

a) Policies and procedures which lead to suspension and/or expulsion

- i) Suspension and/or expulsion policies and procedures can be found in the ISANA Academies Parent Handbook.

Procedures to Notify Teachers of Dangerous Pupils

If a dangerous pupil is in attendance, the ISANA Octavia Academy Principal will personally notify the teachers immediately about that student. The administrator will identify the dangerous behavior and instruct teachers on how to proceed if dangerous behavior occurs. For students who are suspended from school, teachers will be notified of the suspension and will have access to the suspension letters for details of the incident. Any student who causes, attempts to cause, or threatens to cause harm may be recommended for expulsion if the severity of the action so warrants.

Sexual Harassment Policy

ISANA Octavia Academy is committed to a learning and working environment that is free of discriminatory intimidation. Therefore, the school adheres to a policy that prohibits sexual harassment at school and school-sponsored events, including off-campus events and field trips. Our handbook provides a comprehensive guide to sexual harassment, including purpose of the policies, definition of sexual harassment, and complaint, investigation and resolution procedures. Staff members are also notified of their obligations and rights regarding sexual harassment.

School Wide Dress Code

- a) ISANA Octavia Academy believes that a clear dress code is crucial to a positive learning environment. The ISANA Octavia Academy has a school uniform policy that was established by the Board of Directors. These are the reasons the ISANA Octavia Academy has a uniform policy:**

- i) Uniforms help create a positive mind-set for learning;
- ii) When students wear uniforms, positive behavior is more evident;
- iii) Uniforms promote a sense of community and pride;
- iv) Uniforms requirements ensure students do not have to purchase more expensive regular clothing to wear to school;
- v) Uniforms eliminate label competition and minimize social stigmas;
- vi) Uniforms promote campus safety and security.

Procedures to Ensure a Safe and Orderly Environment

Component 1: People and Programs

- Goal: Create and maintain a caring and connected school climate.
 - Objective 1: Maintain a school wide comprehensive approach to student discipline to promote a positive learning environment.
 - Related Activities:
 - Train staff on Love and Logic and Peace Tree positive discipline programs – both certificated and classified staff.
 - Maintain Peace Tree on campus.
 - Resources needed:
 - Classified Staff Training
 - Teacher Professional Development
 - Materials and Supplies for the Peace Tree
 - Person(s) responsible for implementation: Principal, Curriculum Specialists
 - Timeline for implementation: Yearly
 - Budget:
 - Evaluation guidelines:
 - Increase students resolving their problems by going through the Peace Tree Process by 1% yearly
 - Objective 2: Maintain strong and proactive supervision during all transition periods.
 - Related Activities:
 - Carefully planned supervision schedule, including:
 - Campus supervisors and administrators actively supervising and interacting with students before and after school, during all breaks, and during special events
 - Weekly yard supervisor professional developments and teacher professional developments on supervision
 - The Local Police department supports the school by having an officer available to the school when necessary as a resource
 - Resources needed:
 - Classified Staff Training
 - Teacher Professional Development

- Supervision Schedule
- Person(s) responsible for implementation: Principal
- Timeline for implementation: Yearly
- Budget: See school budget
- Evaluation guidelines:
 - Reduce office behavior referrals by 1% yearly

Component 2: Place

- Goal: Create and maintain a learning environment that is safe, drug-free, and conducive to learning.
- Objective 1: Maintain daily cleaning procedures and address any areas of campus in need of repair.
- Related Activities:
 - Custodial services done each night as well as more in depth cleaning done periodically.
 - Cleaning done throughout the day as needed.
 - Contact contracting service when areas are in need of repair.
- Resources needed:
 - Facilities maintenance
 - Janitorial services
 - Contracting services
- Budget:
- Evaluation guidelines
 - All areas of campus will be clean.
 - All areas of campus in need of repair will be updated.
- Objective 2: To ensure our campus is secure from outside criminal activity, maintain gated entrances that require outside visitors to sign in at front office for access.
- Related Activities:
 - Gated entrance is maintained.
 - Continuing clear procedure for front office sign in.
 - Training stakeholders (office staff, parents, etc) of sign in procedures.
- Resources needed:
 - Gated entrances
 - Office staff training
 - Parent training
- Budget: See school budget
- Evaluation guidelines
 - Secure entrance is maintained.

- All stakeholders know and follow correct sign in procedures as measured by the sign in logs in the front office.

Procedures to allow a public agency use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare

- a) All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All ISANA Octavia Academy employees automatically become Civil Defense Workers upon declaration of a disaster or state of emergency. ISANA Octavia Academy shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The ISANA Octavia Academy shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

Policy prohibiting discrimination, harassment, intimidation, and bullying

- a) Policy prohibiting discrimination, harassment, intimidation, and bullying can be found in the ISANA Schools Parent Handbook. This Policy prohibits discrimination, harassment, intimidation, and bullying at school and all school-sponsored events, including off-campus events and field trips

Procedures for Safe Ingress and Egress from School

- a) Please see attached school maps with highlighted entrances to campus.

Access to the school campus (visitors)

- a) Policies and procedures for school campus visitor access can be found in the ISANA Academies Parent Handbook.

Hate crime reporting procedures and policies

- a) Hate crime reporting procedures and policies can be found in the ISANA Academies Parent Handbook.

Mental Health Policies

Mental health services after a critical incident is discrete and has limited goals to ensure safety and promote overall stability. The goal is to provide emotional support and concrete feedback/assistance for the individual. Crisis counseling helps problem-solve and assists individuals in obtaining available resources.

After a critical incident, some students may need extra support and crisis counseling services. To maintain order, crisis counselors will summons students from the list of referrals provided by the principal/designee and/or teachers.

Overview of Crisis Mental Health Counseling/Support

I. Triage and Assessment

- A. Triage students individually or in small groups
 - 1. Determine risk factors
 - a. Direct exposure (witnesses, victims, suspects, perpetrators)
 - b. On-site: students, faculty, staff, and parents
 - c. Friends or relatives of victim(s)
 - d. Experience of previous trauma or loss
 - 2. Determine who needs group counseling, individual counseling, outside referral or needs to return to class

II. Provide crisis counseling / support to students in the classroom, group or individual sessions utilizing the components of Psychological First Aid (PFA)

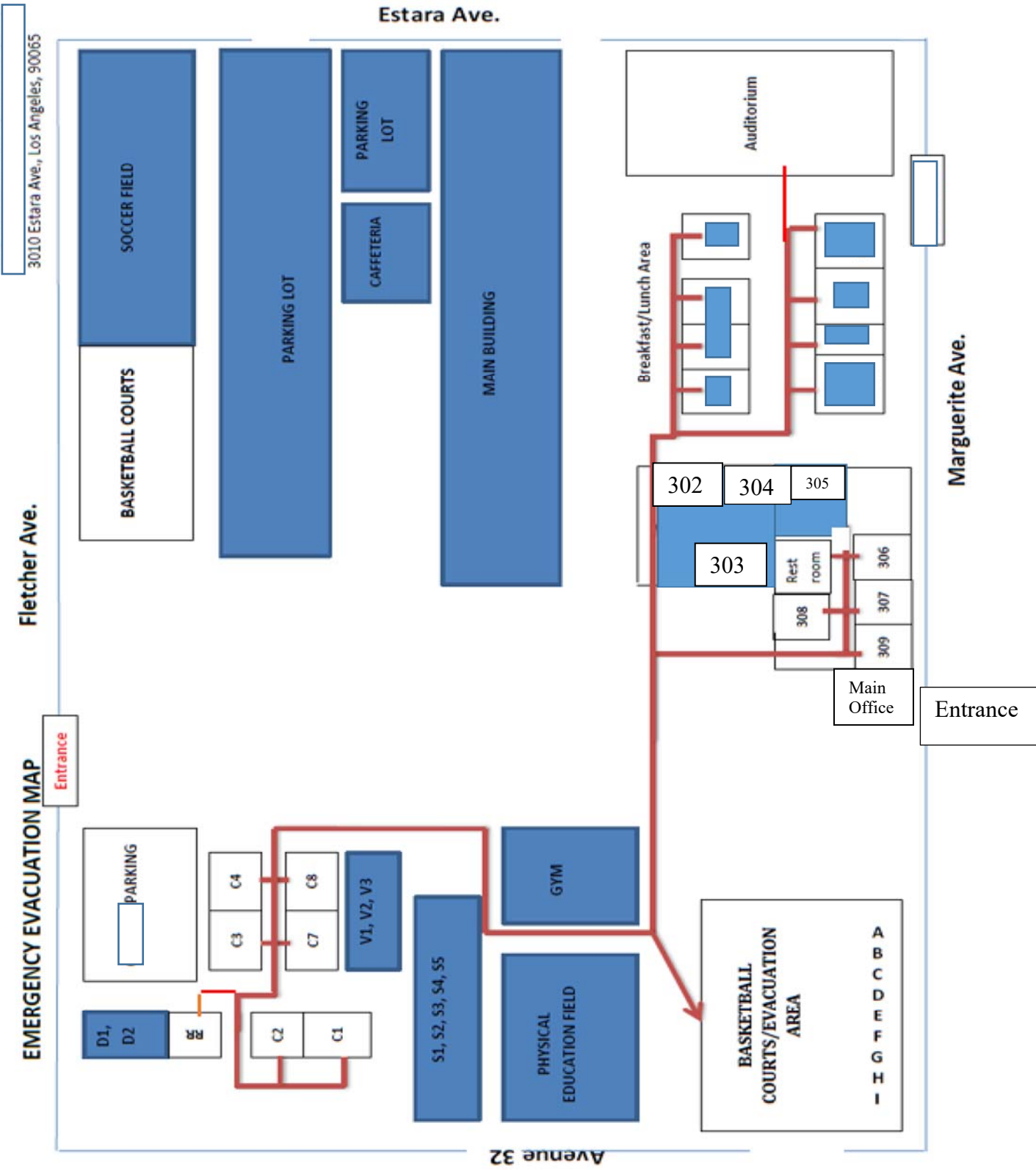
- A. Psychological First Aid Handout
- B. Common Reactions to Stress can be discussed in the classroom and as part of the PFA

III. Provide as requested by site administrator

- A. Staff Support
- B. Participation in parent/community meetings
- C. Information and educational materials about crisis recovery

IV. Exit interview / meeting with site administrators and school support staff

- A. Review actions of the day
- B. Review the status of students, including who may benefit from additional services
- C. Plan for follow-up actions-next day / week / month
- D. Crisis response and actions should be updated in the PowerSchool Log Entries as needed.



ISANA Academies Emergency Practice Drill Schedule 2021-22

ISANA Academies Emergency Practice Drill Schedule 2021-2022

Date	Type of Practice Drill
Thursday, August 26, 2021	Lockdown-Signals and Procedures
Friday, September 17, 2021	Fire- Evac Routes and Evac Area
Thursday, October 21, 2021	Earthquake (The Great Shake Out)
Thursday, November 18, 2021	Lockdown- Response
Thursday , December 9, 2021	Fire- Reunion Gate and Procedures
Date	Type of Practice Drill
Thursday, January 20, 2022	Earthquake- Search and Rescue (student left behind)
Thursday, February 24, 2022	Lock Down- No Response
Thursday, March 17, 2022	Fire- Recess Procedures
Friday, April 22, 2022	Earthquake –Search and Rescue (teacher left behind)
Thursday, May 26, 2022	Lockdown- Afterschool

ISANA Academies Staff Training Schedule 2021-22

Date	Type of Training
Thursday, August 26, 2021	School Site Operations – Basic Emergency Procedures
Friday, September 17, 2021	Training in Fire Drill Routes
Thursday, October 21, 2021	Training in School Safety Plan and Earthquake Procedures (Great Shakeout)
Thursday, November 18, 2021	Training in Lockdown Procedures
Thursday, December 9, 2021	Training in Parent Pickup procedures in an emergency
Thursday, January 20, 2022	Training in search and rescue procedures
Thursday, February 24, 2022	Training in lock down, no response (Active Shooter Safe Schools)
Thursday, March 17, 2022	Training in recess/lunch emergency procedures
Friday, April 22, 2022	Training in class evacuating itself
May 25, 2022	Training in afterschool program

Disaster Procedures Overview

A key component to emergency and disaster preparedness is knowledge. Knowing how to respond to an emergency will lead to effective remediation of a problem.

The Standardized Emergency Management System (SEMS) provides for a fully integrated and coordinated multiple level responses to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident Command System (ICS). ICS has five primary functions: command/management, operations, planning/intelligence, logistics and finance/administration.

At the SEMS Field Level, the ICS organization develops around the five major functions that are required on any incident whether it is large or small. For some incidents and in some applications, only a few of the organization's functional elements may require the filling of a specific position. In these cases, where a specific position is not filled, duties remain the responsibility of the next higher position in the chain of command. However, if there is a need to expand the organization, additional positions exist within the standard. ICS framework to meet virtually any need. Specific discipline applications may require specialized positions to meet functional needs.

This emergency plan was created to assist the administration and staff members should a disaster occur. The first and foremost objective is safety of the site's students and personnel. Teachers are encouraged to inform their students about the safety procedures and practice frequently.

Chain of Command:

The following is the “Chain of Command” at ISANA Octavia Academy:

Bridgett Henry, Principal
Adriana Hartwell, Instructional Coach/Administrator
Arnold De Jesus, Instructional Coach
Lesly Cuamea, Instructional Coach
Adriana Leon, Instructional Coach
Viri Mata, Operations Manager
Elizabeth Ornelas, Office Clerk
Christine Gallegos, Expanded Learning Site Coordinator

If the incident commander is not on campus, go to the next person on the list

In the event of a serious incident when the Principal is not available, the following occurs:

1. The Operations Manager contacts Principal (310-780-0717), then calls “Chain of Command” to attend to the emergency.
2. Once the “Chain of Command” is attending to the emergency, the Principal will call the CEO to inform her of the emergency situation: (323-864-0766)
3. The Operations Manager or Instructional Coach will inform at least one of the following Chief Officer or Board Members -- beginning with the first name on the list—as soon as time permits:

Nadia Shaiq (323) 291-1211
Michael Gonzalez (323) 291-1211
Jae Chang (323) 291-1211
Svea Morales (323) 291-1211
Vijay Patel (323) 291-1211

Note: Once the Principal, CEO or a Board Member is on site, all staff members follow that person’s directions without hesitation.

Disaster / Evacuation Procedures:

Definition of emergency: An out-of-the-ordinary event deemed beyond the experience level of the Office Manager and the teachers on site. The Office Manager is entitled to make this decision on the authority of the Principal (Examples: severe student injury; bus accident; any event gathering media attention).

Prior to any disaster drills or actual evacuations, each teacher will appoint two students who will lead the class to the assembly location and notify another staff member or administrator if their teacher is injured, requires assistance or is unable to evacuate the building.

ALL STAFF MEMBERS' FIRST PRIORITY IS THE SAFETY OF ALL THE STUDENTS. It may become necessary for a teacher or staff member to evacuate the building leaving trapped or seriously injured children in the classroom.

Environmental Hazards:

An environmental hazard is any condition, process, or state adversely affecting the environment. Environmental hazards manifest as physical or chemical pollution in air, water, and soils. Environmental hazards can cause widespread harm to humans and the physical environment. Below are procedures to be followed in different hazardous events.

Fire:

- Alarm will sound.
- Students and teachers immediately exit the classroom for the predetermined Assembly Area.
- Teacher takes disaster folder with class list and backpack with emergency supplies to designated area.
- The students walk silently, the teacher exits the classroom **last** and checks the classroom for remaining children.
- The teacher **shuts** the classroom door and places a red “**HELP**” or a green “**ALL CLEAR**” door hanger on the door notifying the Search and Rescue Team of the status of their students in the room.
- Teacher takes role call of students-students remain quiet to hear further instruction if necessary.
- Each classroom teacher will hold a “Green” sign to show the administrator in charge that all students are present or a “Red” sign to inform the administration of missing/injured students or that they have a child from another class. (Signs are in folder)
- Missing student names and absent student names will be written on blue “Emergency Drill Attendance Form” kept in folder.

- Office Manager will collect forms and give to Site Administrator.
- Office Staff and Administration coordinate locating children missing
- Itinerant staff members will list students in custody and will retain the students in their charge until requested to release them to the classroom teacher by an administrator.
- A bell will sound or an administrator will announce the “All-Clear” signal when it is safe for the students and staff to re-enter the building.
- Staff will check restrooms for missing children-Children found will be brought to black top command post.

Stranger On Campus (SOC)/Lock Down/Active Shooter:

These procedures will be utilized when someone has entered the school grounds and is deemed a safety concern for the students and staff. An administrator notifies the staff of a SOC Drill by either an announcement (SOC Drill) or a continuous ringing bell sound, at least 30 seconds in length.

Recess:

- Upon hearing a continuous ringing bell or SOC Drill announcement, the students immediately go to their classrooms.
- If the door is locked, or the teacher is unavailable the neighboring teacher will escort the students into their classroom.
- The teacher meets the children at the classroom.
- The teacher secures all doors leading to the outside.

Class time:

- Upon hearing a continuous ringing bell or SOC Drill announcement, the teacher immediately locks the classroom door.
- The teacher takes attendance.
- The teacher or staff member is not to contact the office unless:
Someone is trying to enter the classroom
- The classroom door is not to be opened by anyone inside the room until the emergency is over.
- An administrator locks any and all outside doors not already locked by a teacher (i.e. classroom).
- The office will contact each teacher by cell phone to verify the room is safe and secure. When answering the phone the teacher is to respond, with the approved call sign (provided in training). **ANY OTHER RESPONSE SIGNIFIES A PROBLEM IN THE CLASSROOM.**
- Wait for instructions.

Earthquake:

- Indication of an earthquake may be a gentle to moderate shaking. Items may wobble upon a shelf.
- A fire/evacuation alarm MAY or MAY NOT sound.
- Students and teachers DUCK, COVER and HOLD until the shaking stops.
- Teachers evacuate the classroom when he/she deems it is safe.
- Teacher props the door open.
- Students and staff walk to the assembly area.
- Teachers take attendance and complete Emergency Attendance Report. Runners deliver the report to Incident Command Center.
- Teachers pass their class to the buddy teacher and report to predetermined team location.
- Wait for instructions.

Directions for **Duck, Cover and Hold:**

Classroom:

- Drop to knees with back to the windows.
- Get under solid furniture (desk, table, chair, etc.)
- Grasp leg of furniture with one hand while covering the back of the neck with the other. Be certain head and necks are covered by furniture.
- Wait for further instructions.

Playground:

- Move away from any buildings, light poles, utilities and playground equipment.
- Drop to ground and wait for instructions.

Bomb Threat or Detonation:

The person receiving the bomb threat will:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
- The most important information is: When will the bomb explode and where is the bomb located?
- Immediately after receiving the bomb threat, verbally notify the Incident Commander of the threat received.
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

Incident Commander, in conjunction with other staff, will (if necessary):

- Call 9-1-1 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured.
- Notify superintendent's office.

- Evacuate involved buildings using fire drill procedures. Principal must have superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

Biological, Radiological, Chemical and other activities:

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

- If a spill is minor and inside, notify buildings and grounds personnel immediately for clean-up. Open windows for ventilation.
- If a more serious spill occurs inside or outside:
- Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
- Provide the following:
 - School name.
 - Building address, including nearest cross street(s).
 - Your name and phone number.
 - Location of the spill and/or materials released.
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known.
 - Injuries, if any.
- Notify buildings and grounds personnel.
- Close all windows and doors if the spill is outside.
- Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
- Remain inside building unless ordered to evacuate by the Fire Department.
- Fire Department will advise of further actions to be taken.
- Do not eat or drink anything or apply cosmetics.
- If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
- The Principal or his/her designee, if necessary, will give approval for student release or site evacuation.

Flood/Mudslide/Flash Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

General Procedures – Principal/Site Administrator/Incident Commander

1. Issue **STAND BY** instruction. Determine if evacuation is required.
2. Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated to inform all stakeholders.
6. Monitor AM radio weather stations for flood information.
7. Notify ISANA Central Officers of school status and action taken.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

General Procedures – All Staff/Teachers

1. If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.
3. Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

Gas Odor/Leak

All school personnel shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

General Procedures for all Personnel

1. Notify principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

Procedures for Principal/Site Administrator/Incident Commander

1. If gas leak is internal, evacuate the building immediately.
2. Call 911.

3. Notify utility company.
4. Notify ISANA Central Offices of gas odor/leak.
5. Determine whether to move to alternate building location.
6. If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
7. Do not return to the building until it has been inspected and determined safe by proper authorities.

Utility Loss/ Failure

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

General Procedures - Principal/Site Administrator/Incident Commander

1. Notify utility company. Provide the following information:
 - a. Affected areas of the school site
 - b. Type of problem or outage
 - c. Expected duration of the outage, if known
2. If appropriate, call 911 and provide them with location and nature of the emergency.
3. Determine length of time service will be interrupted.
4. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
5. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
6. Use messengers with oral or written word as an alternate means of faculty notification.
7. Notify ISANA Central Office of loss of service.
8. Implement plan to provide services without utilities or with alternate utilities.
9. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.

General Procedures – All Staff/Teachers

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. If applicable, check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
3. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
4. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
5. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.

6. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.

Explosion or Risk of Explosion

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

Scenario 1: Explosion on school property

Scenario 2: Risk of explosion on school property

Scenario 3: Explosion or risk of explosion in a surrounding area

Scenario 4: Nuclear blast or explosion involving radioactive materials (a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

Scenario 1: Explosion on School Property

General Procedures

1. Call 911.
2. Initiate Duck, Cover and Hold procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.
 - a. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities.

14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

Scenario 2: Risk of Explosion on School Property

General Procedures

1. Call 911.
2. Determine the appropriate response signal: Lock Down – Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in ‘Evacuation Procedures’.
4. If an explosion occurs follow the procedures outlined in ‘Bomb Threats’.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures

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

Medical Emergencies:

- Typically, medical emergencies should be handled by calling 911 and following the directions given by the 911 operator. In the event that 911 cannot be reached or because of disaster conditions medical help will be delayed it may become necessary for staff to assist victims.
- In the event of an emergency involving injuries or immediate severe illness when medical services are not available, calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

Explanation of Division of Labor By SEMS Function

Incident Command Team

Incident Command Team, comprised of the Incident Commander, Public Information Officer, and Liaison Officer.

a) Incident Commander (Bridgett Henry)

The Principal of the school site or Administrative Coordinator in the absence of the Principal serves in this position. The Incident Commander's responsibility is the overall management of the incident. On most incidents, the commander's activity is carried out by a single Incident Commander. The Incident Commander may have a deputy, who may be from the same school site. Deputies must have the same qualifications as the person for whom they work, as they may be called upon to take over the position at any time.

i) RESPONSIBILITIES

- Assess the situation and/or obtain a briefing from the incident.
- Determine incident objectives and strategy.
- Establish the immediate priorities.
- Establish an Incident Command Center.
- Establish an appropriate organization.
- Ensure planning meetings are scheduled as required.
- Approve and authorize the implementation of an incident action plan.
- Ensure adequate safety measures are in place.
- Coordinate activity for all Command and General Staff.
- Coordinate with key people and officials.
- Approve requests for additional resources or for the release of resources.
- Keep Management Team informed of incident status.
- Approve the use of trainees, volunteers, and auxiliary personnel.
- Order the demobilization of the incident when appropriate.

Public Information Officer (CEO Director – Nadia Shaiq)

Speaks to the media and makes public announcements. This person should have the ability to remain calm and handle the stresses of the situation. The Information Officer is responsible for developing and releasing information about the incident to the news media or to other appropriate agencies and organizations. Only one Public Information Officer will be assigned for each incident.

ii) RESPONSIBILITIES - The following are major responsibilities of the Information Officer, which would generally apply to any incident:

- Determine from the Incident Commander if there are any limits on information release.

- Develop material for use in media briefings.
- Notify media and conduct media briefings.
- Arrange for tours and other interviews or briefings that may be required.
- Obtain media information that may be useful to incident planning.
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel.
- Maintain a Unit Activities Log.

b) Safety Officer (Ms. Mata)

The Safety Officer's function is to develop and recommend measures for assuring personnel safety, and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary. Assistants may represent assisting agencies or jurisdictions.

i) RESPONSIBILITIES

- Participate in planning meetings.
- Identify hazardous situations associated with the incident.
- Review the incident action plan for safety implications.
- Exercise emergency authority to stop and prevent unsafe acts.
- Investigate accidents that have occurred within the incident area.
- Assign assistants as needed.
- Maintain a Unit Activity Log.

c) Liaison Officer (Ms. Hartwell)

This person serves as the point of contact for any assisting and cooperating response agency representatives (fire, law enforcement, Red Cross, etc.) that may come to the site.

i) RESPONSIBILITIES

- Be a contact point for Agency Representatives.
- Maintain a list of assisting and cooperating agencies and Agency Representatives.
- Assist in establishing and coordinating interagency contacts.
- Keep agencies that are supporting the incident aware of incident status.
- Monitor incident operations to identify current or potential inter-organizational problems.
- Participate in planning meetings, providing current resource status, including limitations and capability of assisting Authority resources.

Planning / Intelligence

The planning team collects, evaluates, processes, and disseminates information to respond to the incident. Other units may be required to meet discipline specific applications.

- Situation Team
- Documentation Team

a) Planning Coordinator (Ms. Cuamea)

Teachers can perform this function, as can librarians, computer center managers, business managers, etc. This person must be able to use communications equipment, gather information in a timely manner, and evaluate the significance so decisions can be made quickly. This person will coordinate the functions of the Situation Status Team and Documentation Team.

i) RESPONSIBILITIES

- Collect and process situation information about the incident.
- Supervise preparation of the incident action plan.
- Provide input to the Incident Commander and Operations Section Chief in preparing the incident action plan.
- Reassign out-of-service personnel already on site to ICS organizational positions as appropriate.
- Establish information requirements and reporting schedules for Planning Section units (e.g. Situation Team).
- Determine need for any specialized resources in support of the incident.
- If requested, assemble and disassemble strike teams and task forces not assigned to operations.
- Establish special information collection activities as necessary, (e.g., weather, environmental, toxics, etc.).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report any significant changes in incident status.
- Compile and display incident status information.
- Oversee preparation of incident demobilization plan.
- Maintain a Unit Activity Log.

Operations

This team is responsible for all field operations in accordance with the incident action plan.

a) Operations Coordinator (Ms. Hartwell)

Teachers, administrators, or other managers can perform this position. This person coordinates

the activities of the operations team. This person should have a strong background in emergency response, first aid, and facilities

i) **RESPONSIBILITIES**

- Assist in development of the operations portion of the incident action plan.
- Supervise the execution of the incident action plan for Operations.
- Manage tactical operations.
- Request resources needed to implement the Operations Section tactics as a part of the incident action plan.
- Maintain close contact with subordinate positions.
- Ensure safe tactical operations.
- Request additional resources to support tactical operations.
- Approve release of resources from assigned status (not release from the incident).
- Make or approve expedient changes to the incident action plan during the Operational Period as necessary.
- Maintain close communication with the Incident Commander.
- Maintain a Unit Activity Log.

b) **Search and Rescue Team (Mr. De Jesus)**

Persons who are trained in search and rescue techniques, and who are physically capable of carrying out the task should perform this function. This function may be very physically demanding.

c) **First Aid Team (Adriana Leon)**

School nurses, health technicians, and other designated first aid providers should perform this function. It is important that persons serving in this capacity are trained in first aid and CPR.

d) **Assembly Area Team (Diana Gloria)**

Teachers, Maintenance or Facilities Staff, Custodial Staff, and Volunteers can perform this function. They are responsible for setting up a secure area for students/staff, providing sanitation facilities, setting up food preparation and overnight facilities, if necessary.

e) **Student Accounting Team (All Teachers/All Expanded Learning Program Leaders)**

Classroom teachers perform this function. They are responsible for accurately accounting for all students assigned to their class at the time of the incident.

f) **Parental Assistance/Student Release Team (Ms. Ornelas/Ms. Debbie Leon)**

Personnel staff, attendance clerks, clerical staff, and teachers can perform this function. They would be responsible for obtaining injury and missing person's reports and providing findings to appropriate team leaders. They would also be checking student emergency cards for authorized

release information.

Logistics

Providing facilities, services, personnel, equipment, and materials in support of the incident. All incident support needs are provided by the Logistics Section. The Logistics Section is managed by the Logistics Section Chief, who may assign a Deputy. A Deputy is most often assigned when all designated units (listed below) within the Logistics Section are activated. Standard ICS Logistics Section units are listed below. Other units may be required to meet discipline specific applications.

- Supply Unit
- Facilities Unit
- Ground Support Unit
- Communications Unit
- Food Unit
- Medical Unit

a) Logistics Coordinator (Mrs. Mata)

Teachers, Administrators, Food Service Managers, Purchasing Staff, or other Clerical staff can perform this function. They would coordinate the activities of the Food/Water and Supplies Team, Assembly/Shelter Team, and the Transportation Team.

i) RESPONSIBILITIES

- Manage all incident logistics.
- Provide logistical input to the Incident Commander in preparing the Incident Action Plan.
- Brief Unit leaders, as needed.
- Identify anticipated and known incident service and support requirements.
- Request additional resources, as needed.
- Review and provide input to the Communications Plan, Medical Plan and Traffic.
- Supervise requests for additional resources.

b) Food/Water and Supplies Team (Leticia Lopez)

Food Service Staff, Volunteers, Teacher, Student Volunteers, and other Clerical Staff are appropriate for this function. They are responsible for assessing food service facilities and

supplies, checking water supplies, estimating numbers of students/staff needing shelter, and monitoring food supplies and other essential supplies.

Finance/Administration

The Finance/Administration Section is responsible for managing all financial aspects of an incident. Not all incidents will require a Finance and/or Administration Section. This Section shall only activate when the involved agencies have a specific need for Finance/Administration services.

a) Finance Administration Coordinator (Viri Mata)

i) RESPONSIBILITIES

- Manage all financial aspects of an incident.
- Provide financial and cost analysis information, as requested.
- Gather pertinent information from briefings with responsible agencies.
- Develop an operating plan for the Finance/Administration Section; fill supply and support needs.
- Determine need to set up and operate an incident commissary.
- Meet with Assisting and Cooperating District Representatives, as needed.
- Maintain daily contact with administrative team on Finance/Administration matters.

b) Accounting/Documentation Team (Viri Mata)

Office and Clerical Staff can perform this task. They would be responsible for maintaining records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, cost recovery, etc. This information will be critical in reimbursement issues.

School Site Team Members

a) Management

<u>Incident Commander</u>	Mrs. Bridgett Henry
<u>Public Information Officer</u>	Mrs. Nadia Shaiq
<u>Safety Officer</u>	Ms. Viri Mata
<u>Security Team</u>	Arnold de Jesus & Campus Aides
<u>Liaison Officer</u>	Hartwell

b) Planning/Intelligence

<u>Planning Coordinator</u>	Ms. Lesly Cuamea
<u>Situation Team</u>	Recruit from Assembly Team or Search & Rescue, if needed.

c) Operations

<u>Operations</u>	<u>Coordinator</u>	Viri Mata
<u>Search and Rescue Team</u>		Arnold De Jesus, Anthony Torres, Elizabeth Rangel
<u>First Aid</u>	<u>Team</u>	Ms. Jacqueline Guzman/Adriana Leon
<u>Assembly Area Team</u>		Performing Arts Staff
<u>Student Accounting</u>	<u>Team</u>	All Teachers and Expanded Learning Program Leaders are responsible for homerooms
<u>Parental Assistance/Student</u>		Ms. Ornelas
<u>Release Team</u>		Debbie Leon, Ms Ornelas

d) Logistics

Logistics Coordinator

Ms. Hartwell

Food/Water and Supplies Team

Ms. Leticia Lopez

e) Finance / Administrations

Finance/Administration Coordinator: Viri Mata

Management

i) INCIDENT COMMAND TEAM

Incident Commander (IC)	Bridgett Henry
Public Information Officer	Nadia Shaiq
Liaison Officer	Hartwell
Safety Officer	Viri Mata

Command Center

LOCATION:

Basketball Courts on Marguerite
Blacktop on Fletcher Campus

Equipment and Supplies

1. Telephone or two-way radio
2. Battery-operated radio or car radio.
3. Bull horn or portable loud-speaker.
4. Walkie-talkie, if available.
5. Identification for Team numbers.
6. Emergency telephone members.
7. Disaster log forms or equivalent.
8. Pens, pencils, paper.
9. Staff and student lists
10. Flashlights.

i) INCIDENT COMMAND TEAM RESPONSIBILITIES

- a) Recognize sign(s) of disaster, such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc. and/or receive warning signal.
- b) Alert school or site via appropriate warning signal.
- c) Report to predetermined meeting site for meeting with all teams. Establish command post.
- d) Determine team leader (Principal or designee) and chain of command.
- e) Determine needed disaster plan modification according to type of disaster.
- f) Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate assigned responsibilities.

Important things to discuss with teams and/or Team Leaders:

- (1) Whether or not students are to remain in classrooms or move to Assembly Area (also which Assembly Area to be used).
 - (2) Whether or not the site will be used for other school or community evacuees and locations for placing evacuees.
 - (3) Location and/or method for handling media personnel.
- g) Set up Incident Command Center at the Assembly Area.
(Include map of Assembly Area in To Go Box)
 - h) Designate one person as internal Information Officer. Communications may be by phone, two-way radio, CB radio, walkie-talkie, and/or messengers.

- (1) Set up communications in the office if phones are available. Incident Command Center talks with the communication officer via walkie-talkie from the Assembly Area.
 - (2) Monitor all internal communications.
 - (3) Approve all external communication, bulletins and announcements to community, parents and news media.
 - (4) Appoint a person to monitor the Emergency Alert System (KXMX, 95.9 FM or KWVE 107.9 FM battery-operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community and for instructions in event of major disaster.
- i) Contact local authorities to report emergency needs, including evacuation or becoming an evacuation site.

Important things to report:

- (1) Condition of students and staff.
 - (2) Condition of campus/site.
 - (3) Immediate assistance, supplies, food, etc., as needed.
 - (4) Whether or not the site will be used as an evacuation site for other school(s) or community members.
 - (5) How long school/site can function without assistance.
 - (6) Consequences if no immediate help are sent.
 - (7) Neighborhood conditions.
 - (8) Advisability of closing school. Students must remain under supervision until reunited with parents.
- j) Initiate the procedures for working with the media and coordinate with assigned personnel within Incident Command Center, at Main Gate (if locked campus/site), and patrol personnel (if unsecured campus site).

Things to consider:

- (1) Send all media personnel to an assigned area at the site
 - (2) Location of Central information center to be used by the media.
 - (3) Responsibilities, if any, of Incident Command Center Team personnel with media personnel.
 - (4) People, assigned by Safety Team, to accompany media personnel when walking about the campus/site.
 - (5) Incident Commander can send additional personnel to work with media, if needed.
- k) Monitor evacuation to the Assembly Area during an earthquake.
- (1) In case of earthquake and the intercom system is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided, and it appears safe to do so.
 - (2) If intercom is working, Incident Command Center may announce when to move to Assembly Area.

- (3) If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.
- l) Account for the presence of all persons and the missing via the Accountability Reports handed in by classroom teachers who have reported with their classes to the Assembly Area.
- m) Prepare a list of missing persons (or 3 x 5 cards, 1 per missing person in alphabetical order) and account for each person when found. Make the list, or use 3 x 5 cards, of victims sent to hospital.
- n) Notify Parental Assistance Team to document persons released for medical care as soon as reported by First Aid Team Leader.
- o) Determine needs for supplies, food, and water, medical assistance, transportation, urgent repairs, additional personnel, etc..
- p) Maintain constant contact with all Team Leaders and direct all disaster plan activities.
- q) Request Assembly Area Coordinator to assign students (secondary schools) from Assembly Area to serve on any teams as may be needed.
- r) Communicate with Incident Commander to report status of students and staff, school facilities, problems, and any needed supplies or personnel.
- s) Be prepared to make decisions.
- t) Document important events to be acted upon and/or for future records, as needed. Use Disaster Log forms or equivalent.

b) SAFETY OFFICER TEAM

**Safety Officer
Staff**

Hartwell
Viri Mata

Security

LOCATION:
Command Center

Equipment and Supplies

1. Walkie-talkie, if available.
2. Identification for team members and media personnel.
3. Master keys.
4. Appropriate signs (such as main entrance, parent information, media).

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognized sign(s) of a disaster such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack, etc.)
- b) Report to predetermined meeting site for all teams.
- c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- d) Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be the Incident Command Center or Assembly Area.
- e) Work in pairs.
- f) Secure the school by locking all external gates, entrances, etc.
- g) If locked campus/site, assign team members to monitor main gate, or if unsecured campus/site, assign team members to patrol specific preplanned areas for controlling persons coming onto campus.
 - (1) Post appropriate signs.
 - (2) Direct fire, police, rescue, ambulance, etc., to area of need.
 - (3) Direct media to Information Center. (See Responsibility "h" for details)
 - (4) Direct parents to Reunion Gate, if separate from Main Gate.
- h) Work with media as follows:
 - (1) Verify media personnel by requesting to see identification.
 - (2) Assign runners to escort media personnel to Information Center or onto site, as deemed appropriate per Incident Command Center.
 - (3) Talk with Incident Command Center via walkie-talkie, if available, regarding any problems.
- i) Communicate with Incident Command Center.
- j) Assist on Search and Rescue Team, Site Operations Team, or other teams, as needed, when major responsibilities have been completed and approval has been obtained from Incident Command Center.

c) PLANNING/INTELLIGENCE

Planning

Coordinator Lesly Cuamea

Situation Status Team

Recruit from Assembly Team, if needed
 Recruit from Search & Rescue Team, if needed

SITUATION STATUS TEAM

Site Operations

Personnel

Equipment and Supplies

LOCATION:

Command Center

Head Custodian, Teachers

1. Walkie-talkie, if available.
2. Identification for team members.
3. Master keys.
4. Valve keys, wrenches (for turning off utility valves).
5. Miscellaneous tools (for emergency repair).
6. Flashlights.
7. Fire extinguisher.
8. Sanitation supplies (toilet paper, plastic bags for lining Wastebaskets as emergency toilets).

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognized sign(s) of disaster, such as earth tremors (earthquake), intense light, and/or explosive sound (nuclear attack), etc.
- b) Report to predetermined meeting site of all teams.
- c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- d) Confirm Team Leader assignments with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be the Incident Command Center/Assembly Area.
- e) Work in pairs.
- f) Check all utilities (water, gas, electricity) and turn off valves if needed.
- g) Determine sanitation conditions and remedy when possible.
- h) Report conditions to Incident Command Center.
- i) Assist maintenance/operations personnel or utility company technicians, if needed, in emergency repair.

- j) Station team members as guards clear of unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Incident Command Center to assign students as guards.
- k) Operate an existing emergency generator, if needed, and if available.
- l) Stay in communication with Incident Command Center.
- m) Assist on Safety Team, Search and Rescue Team, and/or other teams, as needed, when responsibilities have been completed and approval has been obtained from Incident Command Center.

d) OPERATIONS

Operations Coordinator

Ms. Viri Mata

Search and Rescue Team

Ms. Diana Gloria/Mr. Anthony Torres/Ms.

Janis Velazquez/Amy Martinez

Search and

LOCATION:

Cafeteria Building
Command Center

Rescue

Equipment and Supplies

1. Walkie-talkie, if available.
2. I.D. for team members.
3. Master keys.
4. Fire extinguishers.
5. Crowbars, axes, etc., for getting to victims under debris.

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognize sign(s) of disaster, such as earth tremors (earthquakes), intense light, and/or explosive sound (nuclear attack), etc.
- b) Report to predetermined meeting site for all teams.
- c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- d) Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be Incident Command Center or Assembly Area.
- e) Work in pairs.
- f) If requested by Incident Command Center because building damage is great, assign part of the team to go to classrooms and assist with evacuation as needed.

- g) Search campus in a methodical and pre-established pattern to find injured and/or missing persons. Pay particular attention to all restrooms, Fellowship Hall, attendance areas, storage areas, auxiliary rooms, classrooms, etc.
 - (1) Explore each room visually, vocally, and physically.
 - (2) Look, call out for replies, and actively search through rubble.
 - (3) Use available equipment to get to persons covered with debris.
- h) Have one team member remain with any injured person and give first aid, while other team member reports to Incident Command Center or First Aid Station to summon first aid. Use of Walkie-Talkie will hasten this process.
- i) Assess damage to specific structures and report damage and/or usability to Incident Command Center.
- j) Station team members as guards between public and unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Incident Command Center to assign students (secondary level) as guards. Mark unsafe areas with signs.
- k) Direct loiterers to appropriate location.
- l) Maintain constant communication with Incident Command Center.
- m) Assist on Safety Team, Site Operations Team, or other teams, as needed, when major responsibilities have been completed and when approval has been obtained from Incident Command Center.

First Aid**Team /Ms. Leon**First**LOCATION:**

Basketball Courts on Marguerite
Blacktop on Fletcher Campus

AidEquipment and Supplies

1. Walkie-talkie, if available.
2. Identification for Team members.
3. Student and staff emergency card.
4. Paper or 3x5 cards, pencils, etc., for information regarding treatment given, released for medical care, etc.
5. Wheelchair and stretcher.
6. First Aid supplies.

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognize sign(s) of disaster, such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.
- b) Report to predetermined meeting site for all teams.
- c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- d) Confirm Team Leader assignment with Incident Command Center and where the First Aid Station is to be located. First Aid Station may be near Assembly Area as deemed appropriate for the disaster.
- e) Work in pairs.
- f) Obtain any additional equipment and supplies, which may be stored on site and move all to First Aid Station.
- g) Communicate with Incident Command Center and Search and Rescue if they have walkie-talkies for receiving location of injured persons. (With a sufficient number of team members, several pairs of first aide workers could assist Search and Rescue in locating injured students and adults.)
- h) Send out pairs of first aide workers, each with a mini first aid kit, to provide first aid for each reported victim. (Notify Incident Command Center if request was received from Search and Rescue.)
- i) Provide first aid for each ill or injured victim. (Work with victims of greatest need first when there is a limited number of first aide workers and/or mass casualties.)
 - (1) Assess victim.
 - (2) Give first aid using mini first aid kit.

- (3) Send runner for additional supplies as needed and/or stretcher if victim can be transported to First Aid Station.
- (4) Document name and first aid given on 3 x 5 card with tie and secure to victim's wrist or neck.
 - ✓ Name
 - ✓ Date
- (5) Document same information on the other 3 x 5 card and give to Team Leader upon return to First Aid Station for receiving next assignment.
 - ✓ Injury
 - ✓ Location of victim
 - ✓ First aid given

- j) Communicate with Incident Command Center regarding victims, their status, needs, and make-needed requests for additional supplies and assistance.

- k) Maintain 3 x 5 cards or list as permanent record of victims and first aid rendered.

- l) Document all victims removed from site for medical care as follows:
 - (1) Record time, reason, and destination on victim's 3 x 5 card and file in appropriate section of card file box.
 - (2) Send Emergency Card with victim. (3 x 5 card tied to victim at time of first aid also has necessary documentation.)
 - (3) Report released victims to Incident Command Center.

- m) Be prepared to assist other first aid/medical personnel as follows:
 - (1) Work with Red Cross first aid and nursing volunteers who may assist in any type of disaster.
 - (2) Work under the paramedics who will come to the site to assist with a small number of casualties.
 - (3) Work under the Fire Medical Aid Division that will come to the site in event of mass casualties.

- n) Maintain ongoing communication with Incident Command Center.

Assembly Area Team

Elizabeth Ornelas, Debbie Leon

Assembly

LOCATION:

Basketball Court on Marguerite
Blacktop on Fletcher Campus

Area Equipment and Supplies

1. Walkie-talkie, if available
2. Identification for team members.
3. Assembly area map.
4. Bull horn or loudspeaker.
5. Keys, if necessary, for Assembly Area.
6. Disaster log forms or equivalent.
7. Pens, pencils.
8. Crowd control ideas.

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.
- b) Report to predetermined meeting site for all teams.
- c) Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- d) Confirm Team Leader assignment with Incident Command Center. Team Leader serves as the Assembly Area Coordinator. All team members report periodically to the Team Leader at the Assembly Area.
- e) Work in pairs.
- f) Unlock/open any entrance to the Assembly Area.
- g) Assign team members to control entrances to Assembly Area.
- h) Direct classes or students to Assembly Area stations. Each team member must have Assembly Area map in hand.
- i) Assist in maintaining order.
- j) Role of Assembly Area Coordinator is to manage all Assembly Area activities as follows:
 - (1) Assist in obtaining Accountability Reports from teachers for Incident Command Center (located at Assembly Area).
 - (2) Assign students to assist in Assembly Area as needed.
 - (3) Assign students or staff to serve on other teams when requested by Incident Command Center.
 - (4) Document important events to be acted upon and/or for future records, as needed. (Use Disaster Log forms or equivalent.)

Student Accounting Team**ALL TEACHERS and PROGRAM LEADERS**AccountingPersonnelEquipment and Supplies**LOCATION:**

Each Teacher in charge of students is an Accounting Team, both in the classroom and at the Assembly Area. Designated lines similar to school dismissal

All classroom Teachers Program
2 classes per teacher.

1. Identification for team Leaders members.
2. Attendance folder.
3. Crowd control ideas.

i) RESPONSIBILITIES

- a) Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremors (earthquake), intense light, and/or explosive sound (nuclear attack), etc.
- b) Report to predetermined location. This may be an Assembly Area station, a classroom for a specific period, or other location as decided during pre-planning at the school/site.
- c) If in classroom, give appropriate command: actions "DROP," "TAKE COVER," "LEAVE BUILDING," etc.
- d) Determine injured persons.
- e) Confirm student team members and assign appropriate responsibilities.
- f) Give first aid as needed.
- g) Determine need for cooperation with neighboring teacher. One teacher may assist two classes of students if second teacher is injured or must remain with injured students until first aid arrives.
- h) Evacuate to Assembly Area as follows:
 - (1) Classroom teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so.
 - (2) If damage is great, Search and Rescue may be dispersed to assist classrooms in the evacuation process.
- i) Evacuate in pre-practiced, orderly manner.
 - (1) Assign students in buddy system (pairs).
 - (2) Have students move single file to Assembly Area station.
- j) **In case of earthquake and there are injured, immovable students and no other teacher to assist, surround injured student(s) with suitable furniture for**

protection from further earthquake action and take remaining students to Assembly Area. If an Instructional Aide or volunteer is present, assign him/her to remain with student(s) in classroom until help arrives.

- k) Complete Accountability Report and turn it in to Incident Command Center (located at the Assembly Area).
- l) Supervise and reassure students throughout duration of emergency using crowd control ideas.
- m) Use the same equipment, supplies, and responsibilities guidelines when evacuating with students to another school or site.

Parental Assistance/Student Release Team Elizabeth Ornelas, Debbie Leon

Reunion Gate Debbie Leon

Parental Assistance

LOCATION:

Main Gate on Marguerite St.
Main Gate on Ave. 34

Equipment and Supplies

1. Walkie-talkie, if available
2. Identification for Team Members
3. Keys for gates or doors
4. Appropriate class lists for locating students and checking off released students.
5. Sign out sheets per class for documenting release to parents or authorized persons.
6. Pens, pencils, table

i) RESPONSIBILITIES

- Interpret meaning of warning signal and/or recognize sign(s) of disaster such as earth tremor (earthquake), intense light, and/or explosive sound (nuclear attack), etc.
- Report to predetermined meeting site for all teams.
- Obtain equipment, supplies, and instructions to begin assigned responsibilities.
- Confirm Team Leader assignment with Incident Command Center and where Home Base is for keeping contact with Team Leader. Home Base may be at the Reunion Gate.
- Work in pairs when possible.
- Assign team members to Main Gate and Reunion Gate, if separate from Main Gate, for receiving parent requests and sending messages by walkie-talkie.
- Assign messengers to work between main Gate, Reunion Gate, and Assembly Area for obtaining students to be released.
- Set up Reunion Gate with class rosters or locator cards and Sign-out sheets on table.
- Monitor communication by walkie-talkie or messengers between Main Gate, Reunion Gate, and Assembly Area (or classroom).
- Process reuniting of students with parents.
- Receive parents at Main or Reunion Gate to obtain name of student(s). If Main Gate is separate, obtain student information and send parent to Reunion Gate.
- Send for student via walkie-talkie or messenger to Assembly Area.
- Have students report to Reunion Gate.
- Confirm that students recognize parents/designee and feel secure in their custody.
- Document each student released including date, time, and signature of parent/guardian.
- If Sign-Out Sheet and class lists are used, maintain sign-out by classroom and check off released students on class list.
- If slips of paper are used, document on slip of paper, staple to program card, and file alphabetically.

e) Logistics Team

The purpose of the Disaster Buddy system is to ensure all classrooms have evacuated from the building. Once you have safely evacuated your students from the building and arrived to the assembly area check to see if your buddy teacher and class is present on the field. If your buddy teacher or class is not at the assembly area, notify the Command Center immediately. We cannot always rely on the bells that the teacher is aware of a disaster, or they may be trapped or injured. This procedure will be used as a secondary means to ensure every teacher and classroom is safe and present at the assembly area.

Serratos/Wong
Hall/Joyce Lee
Marone/Cohen
San Diego/Williams
Verran/Shinger
Rangel/De Jesus/Selwyn Archila
Obra/Arutyun
Kade'sha Barnard/Christopher Smith/Christine Harms
Henry/Hartwell
Cuamea/Leon
Viri Mata/Elizabeth Ornelas
Olivia Sanchez/Estrellita Vazquez
Debbie/Raquel
Amy/Leticia
Diana Gloria/Jacqueline Guzman
Janis Velazquez/Anthony Torres

Priority Release:

In the event of a disaster or emergency, **certificated** staff members become Civil Defense Workers who are required to give assistance until the emergency is concluded or all children have been released to a parent or guardian. The Principal (shall make the determination when the opportunity to release staff members arrives. The following 5-point priority listing shall be used :

Priority One: Instructional Aides/Part-time Classified Staff

Priority Two: Certificated staff members and office staff with small children.

Priority Three: Remaining certificated staff members

Priority Four: Certificated staff members who volunteer to stay on campus for an extended time.

Priority Five: Administration and custodial staff. All staff members volunteering to stay until all children are released.

Bridgett Henry, Principal

Emergency Sign-Out Sheet
ISANA Octavia Academy

Should a parent or guardian request to take his/her child(ren) from the Assembly Area during an evacuation, the teacher or staff member should send that parent or guardian to the Parental Assistance Area. If the parent or guardian insists upon taking the child(ren) from the Assembly area the staff member will complete this page.

Student Name	Teacher	Time Out	Identifying Features Adult/Child	Adult's Signature	Emrg.Card √ Y / N
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Field Trips and Off-Campus School-Sponsored Activities

Field trips and other off-campus school-sponsored activities are a great way to complement a child's learning. They offer an opportunity to experience something that may be new and exciting. But the health and safety of all students is of paramount concern to the school even when students are off-campus, so the following procedures apply to all field trips and other off-campus school-sponsored activities.

In order to participate in a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. This permission form allows families to provide critical contact information and medication needs (if any). Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip. Volunteer chaperones may be required to complete a TB test and criminal background check prior to the field trip depending on the volunteer's role.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current California State driver's license. State law mandates the use of car seats or booster seats for all children under the age of eight. If your child is required to be in a car seat or booster seat, you must provide that car seat or booster seat upon request for field trips.

Field trip volunteers, including parent drivers, must sign a waiver of all claims against ISANA, the governing board of ISANA, its members and employees, other volunteers and chaperones, and others for injury, accident, illness or death occurring during or by reason, arising out of, in connection with, or resulting from the school field trip.

During all field trips and other off-campus school-sponsored activities, school staff and volunteer chaperones should be aware of the location of the nearest emergency services, including fire department, police department, hospital, etc. Each staff member and volunteer chaperone should have a cell phone, walkie-talkie, or other communication device on them at all times. Breakfast, lunch, snack, or other food arrangements, if any, should be made in consideration of students with food allergies. If a student has special medication needs (*e.g.*, asthma, diabetes, allergies, etc.), arrangements should be made so the student will have access to required medication.