

REDONDO BEACH UNIFIED SCHOOL DISTRICT  
1401 Inglewood Avenue, Redondo Beach, CA

# Comprehensive School Safety Plan SB 187

Redondo Shores High School  
1000 Del Amo St., Redondo Beach, CA 90277  
310-798-8690

December 2017

## *Preface*

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

This document is **NOT** intended to be a “grab and go” guide in an actual emergency.

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# SB 187: School Safety Plan

## Introduction

*Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1)*

Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256. (EC 32286 b.)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
  - a) Child Abuse reporting procedures
  - b) Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
  - c) Procedures to notify teachers and counselors of dangerous students
  - d) Sexual Harassment Policy
  - e) Safe ingress and egress to and from school
  - f) Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

- g) Dress Code
- h) Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

### **Implementation of Plan**

The written plan will be made available to all staff, students, parents, and the community to review either on-line or in the school library and the main offices.

# School Safety Planning Committee

*The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed Code 32280 through 32289)*

*The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 32280 through 32289)*

*Local law enforcement has been consulted. Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 32280 through 32289)*

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Counselor
- Special Education Staff
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

**Redondo Shores High School  
Safety Plan Signature Page  
2017 – 2018**

The undersigned members of the Redondo Shores High School Site Council certify that the requirements for the SB 187 Safety Plan have been met.

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**Principal**

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**President, School Site Council**

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**Teachers Association Representative**

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**Classified Association Representative**

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**Parent Representative**

## Annual Safety Goals

*The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 32282)*

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the CA. Healthy Kids Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

**Based on data analysis**, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal should be based on current school data.**

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

# Safety Plan Goals

**Goal 1: To Improve Student Engagement and Promote a Positive School Culture**

**Strategy 1.1:**

Staff will continue to instruct and encourage all students to meet the RSHS student learning outcomes (Self Directed; Healthy; Optimistic; Responsible; Effective; Successful citizen). Staff will reward students who demonstrate behavior in the classroom and on/off school campus. Staff will hold monthly whole school assemblies to reward students who are regularly demonstrating the learning outcomes. The staff will also provide school wide activities for meeting school wide goals of expected behaviors. ASB student will assist with facilitating school activities during lunch.

**Strategy 1.2:**

Each certificated staff member will mentor a group of students to guide each student in meeting his/her personal and education goals, including graduation benchmarks and college and career plans. This will help develop our student and staff relationships

**Strategy 1.3**

Staff will refer students to the Positive Student Behavior Team to develop and discuss further interventions needed for students who are not meeting student expectations and outcomes

**Strategy 1.4**

Implement Strength Finders Academy curriculum and imbed of school wide based instruction to occur every other year to promote positive school culture and individual social emotional growth and development.

**Base Line Data Discussion:**

Staff surveyed at the end of the 2016-2017 school year. Findings indicated that staggering Strength Finders curriculum every other year will have a larger overall impact on our school culture. Providing a yearly curriculum would provide redundancy and would not allow for meaningful, efficient, use of class time and school resources.

**Collection of Data:**

- 10 total assemblies occurred in 2016-2017
- 39 students graduated in 2016-2017
- 28 students graduated in 2015-2016

**Goal 2: Increase Healthy Student Behaviors/Habits And Decrease Student Drug and Alcohol Use and Possession On Campus**

**Strategy 2.1:**

Educate, encourage, and reward students for healthy behavior on and off campus. Educate parents and student on drug identification and awareness. The principal, counselor, community partners and the School Resource Officer (SRO) will hold information meetings and workshops

**Strategy 2.2:**

Discuss students at risk (Substance Abuse and social emotional imbalance) during Positive Behavior Support Team Meetings (PBST) and discuss possible interventions and supports available

**Strategy 2.3:**

Connect students to school counseling programs and outside resources in the community, including Thelma McMillan, Beach Cities Health District Purpose Group, South Bay Children's Health Center, and options through South Bay Families Connected

**Strategy 2.4:**

Connect students to community programs, service learning projects, classes, and events to engage in healthy activities and foster positive social connections outside of the school day. Update student bulletin board and weekly announcements to include community opportunities

**Base Line Data Discussion:**

During the 2016-2017 school year, 5 students completed the Purpose Workshop Series supported by Beach Cities Health District. The program will be implemented in the 2017-2018 school year. In the 2016-2017 School year, 20 students participated in the Thelma McMillen group sessions. Some students were referred by the PBST, in addition to self-referrals by Redondo Shores students

**Goal 3: Incorporate More Safety Drills During The 2017-2018 School-Year**

**Strategy 3.1:**

Increase the number of emergency (earthquake, fire, lockdown) drills in an effort to better prepare students and staff

**Strategy 3.2:**

Continue to practice and train all student, staff, and parents in the Run, Hide, Fight intruder safety protocols

**Strategy 3.3:**

The students and staff will practice moving to the alternative safe location(s) designated in the safety plan in addition to understanding changing circumstances that will allow for all stakeholders to be more aware of their surroundings and make decisions based on real time scenarios

**Base Line Data Discussion:**

- A continued effort is in place to hold drills once a month prior to school assemblies. In addition, trauma kit training will be provided in the 2017-2018 school year

**Collection of Data:**

- 4 fire drills and 2 lockdown drills were accomplished in the 2016-2017 school-year. Trainings were complete for all stakeholders in the Run, Hide, Fight, district supported protocols
- RB Fire department attended and practiced a live “fire drill” on the RSHS campus in the spring of 2016-2017

**Goal 4:        Decrease The Number of Suspensions (Education Code 48900) by 5% in the 2017-2018 School Year**

**Strategy 4.1:** Implement campus-wide drug awareness campaign during Red Ribbon Week in October and utilize staff presence/visibility before during and after school hours

**Strategy 4.2:** Utilize counseling department as a resource for referrals to drug dependency programs and other counseling services.

**Strategy 4.3:** Inform students of the consequences for violating school Education Code 48900. Students may be suspended for 5 days, possibly recommended for expulsion and cited by the police

**Strategy 4.4:** Implement alternative proactive programs and evaluate its effectiveness. Proactive programs to deter drug use implemented in the 2017-2018 school-year: Tobacco Use Prevention Education (TUPE) curriculum and BCHD Purpose Group

**Base Line Data Discussion:**

- The data demonstrates that there were 5 suspensions due to violation 48900 in the 2016-2017 school-year

**Collection of data:**

- Data is collected from suspension forms

**Comments:** There is an understanding that the number of suspensions is not necessarily an accurate reflection of whether or not drug use or possession is decreasing on campus. Baseline data for the 2017-2018 school year is needed to determine outcome.

## Mandated Policies & Procedures

*The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)*

- An assessment of the current status of crime committed on school campus and at school functions
- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “Gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

In addition to the above, the Petris Bill (section 8607 of the California Government Code) requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

# Child Abuse Reporting

## WHAT IS CHILD ABUSE AND NEGLECT?

Child abuse can be caused by family members, acquaintances, or strangers

### CHILD ABUSE IS:

- A physical injury that is inflicted by other than accidental means on a child by another person;
- Sexual abuse or molestation;
- Mental suffering or well-being endangered;
- Unjustifiable punishment;
- Neglect, including failure to provide food, shelter, or proper hygiene;
- Unlawful corporal punishment or injury.

### CHILD ABUSE IS NOT:

- A mutual affray between minors;
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

## WHO MUST REPORT?

This is a select list of mandated reporters likely to be employed with a school district. A complete list of mandated reporters is found at section 11165.7 of the Penal Code. The absence of training shall not excuse a mandated reporter from their duties.

- A teacher
- A head start teacher
- An instructional aide, teacher's aide, or teacher's assistant
- 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 of a public or private day camp, youth center, youth recreation program, or youth organization
- A licensee, an administrator, or an employee of a licensed community care or child day care facility
- An employee of a school district police or security department
- Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school
- A physician, psychiatrist, psychologist, intern, marriage, family and child counselor, inter or trainee

## PENALTIES FOR FAILURE TO REPORT

- Child abuse and neglect reporting is an individual duty
- Failure to report is a crime!
- Any mandated reporter who fails to report is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1000) or by both a fine and punishment

## WHAT IS A REASONABLE SUSPICION?

### General Considerations

- Reporting is an individual responsibility and requires independent judgment. People may differ on what would make them “reasonably suspect” child abuse or neglect.
- Trust your instincts. When you feel that you have enough information, you should report.
- You may want to write down, for yourself, the factor or factors that make you suspect abuse or neglect. Articulating your concerns on paper may help you determine whether you feel that you have enough information. This will also be helpful if and when you file a written report.
- Don’t worry about statutes of limitations or whether suspected abuse happened in the past. If you reasonably suspect that child abuse occurred at any time, report it.
- DO NOT investigate the abuse yourself. Leave it to the professionals.
- Youth pregnancy alone does not necessarily constitute reasonable suspicion.

## WHAT IS A REASONABLE SUSPICION?

### Physical Abuse

Any number of factors may contribute to your individual determination regarding a reasonable suspicion of physical abuse. The following are examples of indicators, but this list is by no means definitive.

- The type and location of an injury can help distinguish accidental injuries from suspected physical abuse. Injuries to the elbows, knees or forehead are typical locations of accidental injuries, like trips and falls. Typical locations of injuries resulting from abuse are the back surface of a child’s body from the neck to the knees, or injuries to the face.
- A statement by the child that the injury was caused by abuse. Children rarely lie about abuse, so take their comments seriously.
- The child has a history of previous or recurrent injuries.
- The parent cannot explain reason for an injury, or there are discrepancies in the explanation.
- The following behaviors are often exhibited by abused children:
  - fear of parents or caretakers;
  - the child and/or parent or caretaker attempts to hid injuries;
  - child is frequently absent from school or misses physical education classes if changing into gym clothes is required;
  - the adolescent exhibits depression, self-mutilation, suicide attempts, substance abuse, or sleeping and eating disorders

## WHAT IS A REASONABLE SUSPICION?

### Physical Neglect

Neglect includes both acts and omissions by a parent or caretaker. California law defines two categories of neglect: severe *neglect* and general *neglect*.

- Severe neglect means the negligent failure of a parent or caretaker to protect the child from severe malnutrition or a medically diagnosed non-organic failure to thrive.

It also includes situations where the parent or caretaker willfully causes or permits the body or health of the child to be endangered. This includes the intentional failure to provide adequate food, clothing, shelter or medical care.

- General neglect means the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care or supervision where not physical injury to the child has occurred.

Neglect may be suspected when one or more of the following conditions exist:

- The child is lacking adequate medical or dental care;
- The child is often sleepy or hungry or malnourished/
- The child is often dirty, demonstrates poor personal hygiene;
- The child is depressed, withdrawn or apathetic, exhibits antisocial or destructive behavior, shows fearfulness, or suffers from substance abuse, speech, eating or habit disorders (biting, rocking, and whining).

## **WHAT IS A REASONABLE SUSPICION?**

### **Sexual Abuse**

- The single most important indicator is a statement by the child to a friend, classmate, teacher, or other trusted adult. The statement may be hypothetical (“I know someone who.....”), or direct.
- The disclosure may be delayed. This is rarely an indication that the story is fabricated, as children seldom invent allegations of sexual abuse.
- Pregnancy of a minor does not, in and of itself, constitute the basis of reasonable suspicion of sexual abuse. You may develop a reasonable suspicion, however, based on information inferring coercion, rape, or a large age gap between the child and the person she states is the father.
- Abused children sometimes display a detailed and age-inappropriate understanding of sexual behavior.

## **HOW TO REPORT**

### **First by telephone:**

- Once you have determined that a reasonable suspicion exists, you must report immediately or as soon as is practicably possible by telephone. 800-540-4000 is the child abuse hotline.
- Report must be made to the police department, sheriff’s department, county probation department if designated by the county to receive mandated reports, or the county welfare department.
- You **MAY NOT** report to school district police or security department.
- Be prepared to provide the following information by telephone.
  - your name, business address, and telephone number
  - your job title
  - the child’s name and address, present location
  - the child’s school, grade, and class
  - the names, addresses, and telephone numbers of the child’s parents or guardians

- the information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information
- the name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child
- You must make a report even if some of this information is not known or is uncertain.

## **HOW TO REPORT**

### Then in writing:

- A written report must be sent to Child Protective Services within 36 hours of your initial report. An official copy should be available in the front office at your school site and from Child Welfare and Attendance.
- Keep the copy marked “Reporting Party” for your own records.
- If you determine on a Friday, or before a holiday, that reasonable suspicion exists, you should make the written report that day because the deadline may fall when school is not in session.
- Follow your district or school site procedures for reporting. Employees cannot be required to disclose their identity to their employer, but are encouraged to do so to ensure that the employee and the child receive the support they need.
- If two or more mandated reporters have a reasonable suspicion of child abuse, they may elect one person to make the report. EACH PERSON STILL HAS AN INDIVIDUAL DUTY TO MAKE SURE THAT IT IS DONE. Follow up with the elected person and verify that the report was made. If in doubt, make the report yourself.

## **CONFIDENTIALITY**

- Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting.
- Any violation of confidentiality is a misdemeanor punishable by imprisonment in a county jail not to exceed six months, by a fine of five hundred dollars (\$500), or by both imprisonment and fine.
- Do not discuss the details and information with your colleagues, except as suggested by District policy.
- A mandated reporter cannot be required to disclose his or her identity to their employer.
- Do not tell the parent about the report, even if you do not suspect that the parent is responsible.
- Deflect parental contact. Parents sometimes guess who was responsible for reporting. Tell the parent that you cannot discuss it.
- If the police or a child protective services worker discloses to anyone that you made a report, call their supervisor.

## **IMMUNITY**

- Mandated reporters are immune from both civil and criminal liability when making reports.

- Any person, who, pursuant to a request from a government agency investigating a report of suspected child abuse or neglect, provides the requesting agency with access to the victim of a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of providing that access.

# Suspension & Expulsion Policies

## Mandatory Recommendation for Expulsion

The principal, or superintendent/designee of schools **shall** immediately suspend, pursuant to Education Code Section 48915, and **shall** recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance as defined by Education Code.
- d) Committing or attempting to commit a sexual assault as defined in the Education Code.
- e) Possession of an explosive.

## CA EDUCATION CODE SECTION 48900-48926

48900. A pupil **may** not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- a)
  - 1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
  - 2) Willfully used force or violence upon the person of another, except in self-defense.
- b) 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 pupil 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.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the

influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) 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.
- p) Unlawfully, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section

32261, directed specifically toward a pupil or school personnel.

- s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
  - 1) While on school grounds.
  - 2) While going to or coming from school.
  - 3) During the lunch period whether on or off the campus.
  - 4) During, or while going to or coming from, a school sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime or physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u) As used this section "school property" includes, but is not limited to, electronic files and databases.
- v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

- a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

## **Staff Notification of Dangerous Students**

### **A. Notification to Teacher Re: Violent or Dangerous Student**

Ed Code 49079 requires that we notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of engaging in certain suspendable or expellable acts.

The goal of the plan is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900, regarding violent or dangerous acts.

Each classroom teacher will be notified of any of his or her students who have

committed an offense by e-mail or other means within a reasonable time from the date of offense.

# Sexual Harassment Policy

## A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
4. The conduct or communication creates an intimidating, hostile, or offensive educational environment.

**Also see section 48900.2 of the Education Code.**

## B. Policy Pertaining to Sexual Harassment

*District Policy BP 5145.3: Subject: Nondiscrimination/Harassment*

The Board of Education of the Redondo Beach School District is deeply committed to the premise that on all campuses, full participation in the educational process must be in an environment that is free from unlawful harassment and is non-discriminatory with regard to race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other basis protected by federal, state, or local law, ordinance, or regulation, or Title IX of the Education Amendments of 1972, The Board maintains a strict policy prohibiting unlawful harassment or discrimination on the basis of any of these protected areas.

Accordingly, the Board of Education adopts the following, which applies to all employees and students of the District:

“Unlawful harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation is prohibited. Any procedure which discriminates against a member of the staff or student body because of race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other basis protected by federal, state, or local law, ordinance or regulation is prohibited.”

## EXAMPLES AND LEGAL DEFINITIONS OF UNLAWFUL HARASSMENT

Unlawful harassment because of race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical

condition, marital status, or any other protected basis includes, but is not limited to:

- a) Verbal conduct such as epithets, derogatory comments, slurs, sexually explicit jokes, comments about an employee's body or dress, or unwanted sexual advances, invitations or comments.
- b) Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual, suggestive or obscene letters, notes, or invitations.
- c) Visual conduct such as leering, derogatory posters, photography, cartoons, drawings, or gestures.
- d) Physical conduct such as assault, unwanted touching, blocking normal movement or interfering work directed at an employee or student because of the individual's gender or race or any other protected basis.
- e) Threats or demands to submit to sexual requests in order to maintain employment or employment benefits, or to avoid income, other loss, and offers job benefits in return for sexual favors.
- f) Making or threatening reprisals after a negative response to sexual advances.
- g) Retaliation for having reported or having threatened to report harassment.

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made a term or condition of employment; or (2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves co-worker harassment, harassment of or by students, harassment by a supervisor or manager, or by persons doing business with or for the District.

In addition, unlawful student harassment is defined in the Education Code as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of the individual's academic status or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

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

### **C. Complaint Procedure**

Any employee or student may have a claim of harassment even if he or she has not lost a job, some economic benefit, or academic benefit in the case of students. The law prohibits any form of protected basis harassment that impairs an employee's or student's working ability or emotional well-being at work or school. Employees or students who think they are being harassed or discriminated against in the work place or on campus because of their gender, race, national origin and/or other protected basis, should use the District's policy procedures to file a complaint or have it investigated.

Employees and students have the right of redress for unlawful harassment or discrimination. In order to secure this right, individuals must submit a complaint, preferably but not necessarily in writing, to their own or any other supervisor or to the Assistant Superintendent of Human Resources or the Assistant Superintendent of Student Services, or in the case of students, to the school site administrator, as soon as possible, but at least within six (6) months of the date the alleged incident occurred or within six (6) months of the date the employee or student first obtained knowledge regarding the alleged incident. The complaint should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses.

## **Procedures for Safe Ingress and Egress**

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

### **A. Schools must include plans for:**

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

### **B. Planning**

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

**On-Campus Evacuation/Assembly Location**

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

**Off-Campus Evacuation/Assembly Location**

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

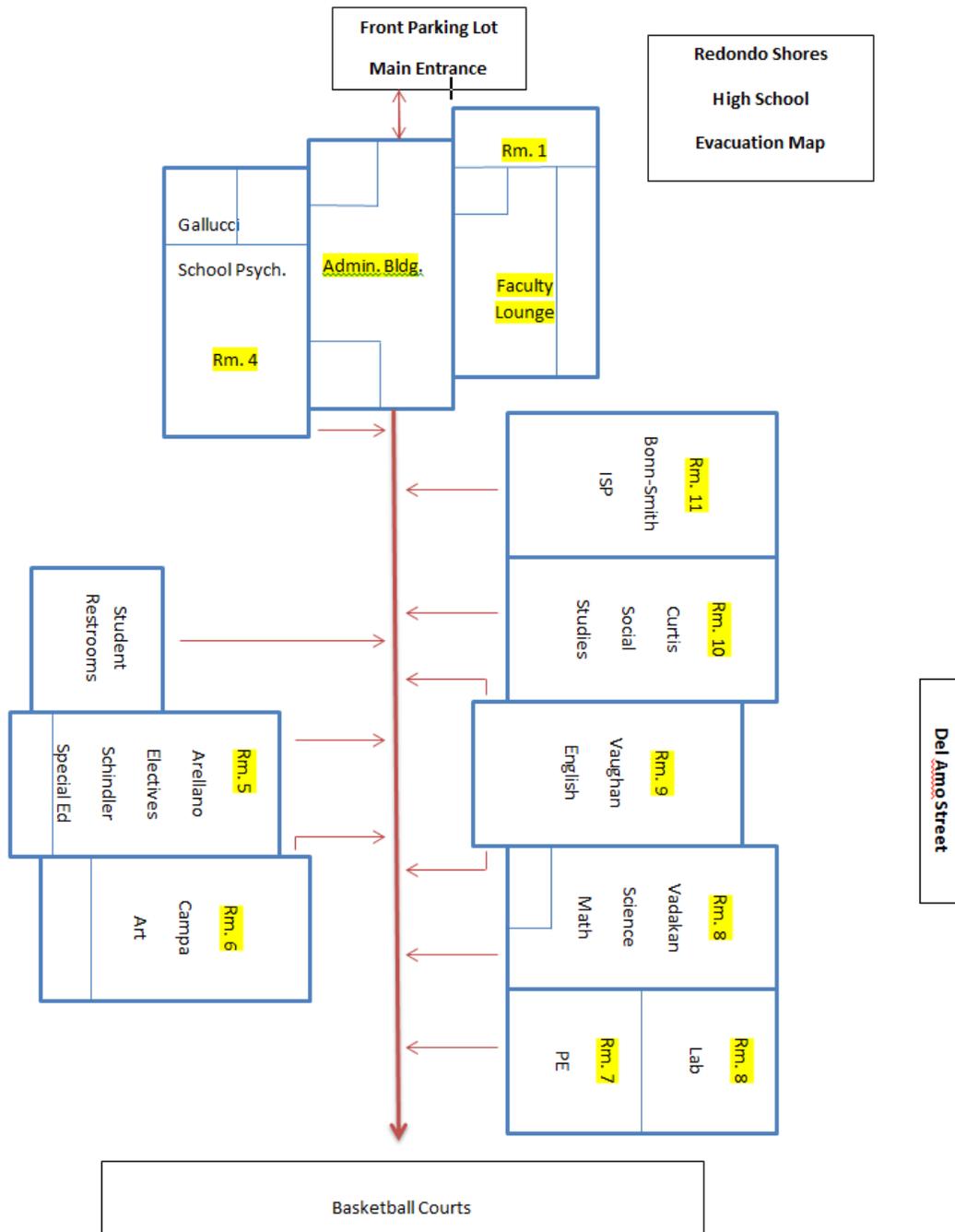
- a) Identify off-campus evacuation site(s).
- b) Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

# Daily Ingress/Egress Routes & Emergency Evacuation Routes



# School Discipline

## Statement of Rules and Procedures

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

## Notification to Students and Parents

Education Code 35291:

- a) Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b) The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus, staff, students, and parents.

# Dress Code

## Education Code, Title V, Section 302

Students at any of the Redondo Beach Unified School District schools are required to dress appropriately, as governed by California Administrative Code, Title 5, Section 302.

Board policy requires a student's clothing be safe for the student and those around him/her. The standards for dress were developed with input from staff, parents, community members and students. Student clothing will not be disruptive of the school's operations and the students. The Board prohibits the presence of any apparel, jewelry, accessory, note-book, manner of grooming or other paraphernalia which, by virtue of its color arrangement, trademark or any other attribute, denotes membership in gangs and/or which advocates drug use, violence, discrimination, and/or disruptive behavior.

# Cyberbullying

## **Board Policy 5131 Conduct**

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# Emergency Disaster Procedures & Drills

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## Earthquake Drills

The earthquake emergency procedure system shall encompass, but not be limited to, all of the following:

**Building Plan:**

The development of a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

**Drop procedure:**

“Drop procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and their back to the windows. A drop procedure practice shall be held at least once each semester in secondary schools.

Protective measures to be taken before, during and following an earthquake.

A program to ensure that the students, certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Education Code Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

**Evacuation:**

An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is

required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Assistant Superintendent of Student Services.

**Standards for a Successful Earthquake Drill:**

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

# Fire Drills

*Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)*

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

## **Standards for a Successful Fire Drill:**

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

# Lockdown Drills

Lockdown Drills involve more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 30 minutes.

Lockdown drills should be scheduled with, and training should be held in conjunction with a designated Redondo Beach Police officer who works as a regular member of the school's safety team.

There are a number of steps that are recommended in the Lockdown Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 to 30 minute timeframe to review

expectations and standards in terms of:

- a) Locking doors
  - b) Covering windows
  - c) Turning off lights
  - d) Building barricades
  - e) Reviewing classroom and all-clear procedures
  - f) Reviewing off-site evacuation locations.
2. Send a follow-up reminder memo to your staff
  3. Organize your assessment team. This team can consist of volunteer parents, teachers who have no class assigned at the time of the drill and other staff members.
  4. Conduct the assessment.
  5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

### **Lockdown Procedures**

The purpose of the lockdown drill is to protect students and staff from a potential threat. In the event of an emergency, we must be prepared to initiate lockdown procedures. In the event of a lockdown, administration will announce over the speakers and through your classroom phones, "This is a lockdown. Please initiate lockdown procedures immediately." This will alert staff that there is an intruder and/or danger on campus. When you hear this phrase, please immediately follow the instructions below:

- Check for students in the immediate vicinity and bring them into your classroom away from harm.
- Lock your classroom door(s). Utilize the emergency lock.
- Cover the window on your door(s).
- Turn off the lights and close your shades.
- Take attendance to verify all students are accounted for.
- Move students away from windows and doors.
- Have students remain as quiet as possible to deter attention to your room. They may not use cell phones or Chromebooks. All communication to families will come from the school.
- No one is to leave the classroom until the all clear is given.
- **DO NOT** open your classroom doors for anyone under any circumstances.
- We will use email to communicate and to keep you updated.
- If you are not in your classroom and are in another classroom, please stay there and do the aforementioned.
- If you are not in your classroom and on campus, please go to the closest room and join that classroom.
- *All visitors on campus will automatically become part of the lockdown procedure and will not be able to leave the building until the lockdown is lifted.*

Please remind your students they need to be as silent as possible. During all phases of a lockdown, please remain calm and do all you can to reduce anxiety. How we respond will determine how students act during this time. When the campus is determined safe, an all call will be sent through the speakers and your classroom phones indicating, "Campus is all clear and safe."

# **Emergency Disaster Procedures: Overview**

## **The Basic Plan**

The Basic Plan addresses the Redondo Beach Unified School District responsibilities in emergencies associated with natural disasters and human-caused emergencies. It provides a framework for coordination of response and recovery efforts within the district and with local, State, and Federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

### **The Basic Plan:**

- Conforms to the California mandated (Section 8607, California Government Code) Standardized Emergency Management System (SEMS) and effectively structures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Redondo Beach Unified School District schools with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

### **Requirements**

The Plan meets the requirements of the District's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

### **Objectives**

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

- Provide for interface and coordination between sites and the District.
- Provide for interface and coordination between sites and the County or city EOC.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

## **Authorities and References:**

### **State of California**

#### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

#### **California Government Code, Section 3100, Title 1, Division 4, Chapter 4.**

States that all public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. In the event of an emergency, it is possible that public school employees will be pressed into service as **disaster service workers** by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

### **California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042 requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

### **California Emergency Plan**

The California Emergency Plan was established in accordance with the California Emergency Services Act. It defines overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

# **Definitions: Incidents, Emergencies, Disasters**

## **Incident**

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead

to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

## **Emergency**

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

*Emergency* is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

*Emergency* also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

## **Disaster**

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a

responsibility of the EOC's.

# Earthquake Overview

## Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

# Levels of Response

## **Response Levels are used to describe the type of event:**

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

## **Response Level 0 - Readiness & Routine Phase**

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

## **Response Level 3 - Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

## **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Redondo Beach Unified School District to respond. The affected Cities and the County of Los Angeles will proclaim a local emergency. Then, the State of California may declare a state of emergency.

## **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Los Angeles will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. When local jurisdictions declare a State of Emergency, the district board can declare the same.

# Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies

are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### **Prevention/Mitigation Phase**

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

### **Preparedness Phase**

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP's) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOP's and checklists and periodically are trained in activation and execution.

### **Response Phase**

**Pre-Impact:** Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

**Immediate Impact:** Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

**Sustained:** As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

### **Recovery Phase**

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

# First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs to prepare their family and home for earthquakes and other emergencies

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Los Angeles County Office of Emergency Services, and the following websites; [www.redcross.org](http://www.redcross.org), [www.prepare.org](http://www.prepare.org) or [www, ready.gov](http://www.ready.gov).

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

**Disaster Service Worker Status: *California Government Code*** Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

# District and Parent Responsibilities for Students

## **District Responsibility**

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
3. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
4. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

## **Parent Responsibility**

Parents and legal guardians of students will be provided with a Student Disaster Preparedness Form or emergency Card each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Disaster Preparedness Form or Emergency Card is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

# EMERGENCY RESPONSE PROCEDURES

## Basic Actions

Most emergency responses are covered by the following Basic Actions:

### A. **STAND BY**

Action: **STAND BY** consists of bringing students into the classroom or holding them in the classroom pending further instruction

### B. **LEAVE BUILDING**

Action: **LEAVE BUILDING** consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: **LEAVE BUILDING** is appropriate for—but not limited to—the following emergencies:

- a) Fire
- b) Peacetime Bomb Threat
- c) Chemical Accident
- d) Explosion or Threat of an Explosion
- e) Following an Earthquake
- f) Other similar occurrences that might make the building uninhabitable
- g) At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

### C. **TAKE COVER**

Action: **TAKE COVER** consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: **TAKE COVER** consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action **TAKE COVER** is appropriate for, but not limited to, the following:

- a) Severe Windstorm (short warning)

- b) Biological or Chemical Threat
- c) Sniper Attack
- d) Rabid Animal on School Grounds

**D. Action: DROP**

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a) Inside school buildings
  - Immediately **TAKE COVER** under desks or tables and turn away from all windows
  - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b) Outside of School Buildings
  - Earthquake: move away from buildings
  - Take a protective position, if possible
- c) Explosion/Nuclear Attack
  - Take protective position, **OR**,
  - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

**E. DIRECTED MAINTENANCE**

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

**F. DIRECTED TRANSPORTATION**

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a) Fire
- b) Chemical & Biological Gas Alert
- c) Flood
- d) Fallout Area
- e) Blast Area
- f) Chemical & Biological Gas Alert
- g) Specific Man-Made Emergency (shooting, fire, etc.)

#### G. **GO HOME**

Action: GO HOME consists of:

- a) Dismissal of all classes
- b) Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

#### H. **CONVERT SCHOOL**

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

# Earthquake

## **DROP, COVER, and HOLD**

### **Earthquake procedures in the classroom or office**

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures in other parts of the building**

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures while outside**

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home.

**While in a vehicle or school bus**, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

## **Fire**

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

### **Fire Within a School Building:**

In the event that a fire is detected within a school building, use the following procedures:

1. The Principal or Designee will:
  - a) Order an evacuation if the fire alarm doesn't work
  - b) Call 9-1-1
  - c) Notify the superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
5. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
6. The Head Custodian or designee shall open necessary gates for fire truck and other

emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

7. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

#### **Fire Near School:**

1. The Principal or designee shall:
  - a) Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
  - b) Notify the Fire Department by calling 911.
  - c) Notify the Superintendent's office.
  - d) Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

## **Power Outage/Rolling Blackouts**

### **IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.**

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to a local radio station as you are driving into work for the status of the day.

### **PREPARING FOR AN OUTAGE**

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the Exit" signs remain lit?

- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

#### **DURING AN OUTAGE**

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

# Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place do the following:

**SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

**SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

**LISTEN.** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

## **ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:**

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A school official (or student if no official present) should close all vents and turn off ventilation systems. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- Turn off all motors and fans. *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

# Bomb Threat

**Most likely, threats of a bomb or other explosive device will be received by telephone.**

## **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.
- Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. 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, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

## **BUILDING ADMINISTRATOR WILL (IF NECESSARY):**

- Call 9-1-1. Give the following information:
  - Your name
  - Your call-back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - 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.
- 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.
- Maintain an open telephone line for communications.
- 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

**BOMB THREAT REPORT FORM  
REDONDO BEACH UNIFIED SCHOOL DISTRICT**

<b>School:</b>	<b>Time Call Received:</b>	<b>Call Taken By:</b>							
<b>Date:</b>	<b>Time Caller Hung Up:</b>	<b>Title:</b>							
<b>Caller ID Info (*69):</b>									
<b>Questions to Ask:</b>	<b>Exact Wording of Threat: “</b>								
1. When will the bomb explode?	<b>Caller's Voice:</b> (circle all that apply)				<b>Caller's Language:</b> (circle all that apply)		<b>Background Sounds:</b> (circle all that apply)		
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery	
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System	
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises	
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office	
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery	
7. Why?	Soft	Ragged	Clearing Throat	Normal	<b>Caller Demographics</b> (Circle One)		Animal Noises	Clear	
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	NA	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone	
10. What is your name, address, phone?	<b>Other Observations:</b>								

# Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

## **Low Level:**

Have the person(s) under suspicion kept under constant covert surveillance.

- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers. If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE/Code or LOCKDOWN/Code alarm throughout rest of school as appropriate.
- Active Shooter on Campus

# Active Shooter on Campus

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, possibly before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

If you hear shots fired on campus or if you witness an armed person shooting or threatening people (active shooter):

Immediately choose the best way to protect your life and the lives of your students and other staff. Very quickly, make your best determination of what is occurring and which of the options below will provide the greatest degree of security for you and your students by employing the **“RUN, HIDE, or FIGHT” protocol**.

### **RUN: Evacuate If Possible**

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is not near and not in your building, and/or **it is safe to do so**, run out and away from the building and move far away until you are in a secure place to hide. You will likely run off campus into the surrounding community.
- As calmly as possible, instruct your students to run as fast as they can, give them direction as to where to run and where not to run, and let them know they should follow your lead, but also follow their gut instinct should they encounter danger when attempting to run off campus.
- Leave all belongings behind
- Keep hands visible to law enforcement
- Encourage those around you to follow, but do not stay behind because others will not go
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

### **HIDE: Hide silently in as safe a place as possible**

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, tell students to find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
- Remain in place until you receive an “all clear” signal from RBPD or administration.

### **FIGHT: Take action to disrupt or incapacitate the shooter**

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter, if possible.
- Call 911 when it is safe to do so.

### **Immediately after an incident:**

- Wait for RBPB or administration to assist you out of the classroom or building, if inside.
- Do not open the doors for any one or for any reason. RBPB and administration have keys and will open doors to let you know it is all clear.
- When you exit a classroom or building, students and employees must display empty hands with open palms.

### **Note:**

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

## **Hostage Situation**

Staff and students should sit quietly if the situation is in their presence. Try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. **Do**

**not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.
- If and when possible, call Administration and/or 9-1-1.

## Lockdown/Barricade

A Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon your training and past drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Lockdown response is a partnership with local law enforcement.

### Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration will notify the Superintendent

### Intermediate activities:

- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll
- Conduct anxiety-reducing activities

### Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

# Poisoning, Chemical Spills, Hazardous Materials

## **POISONING:**

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call Parents
- Notify the Health Office/Nurse

**Following any emergency, notify the District Superintendents' Office**

## **CHEMICAL SPILL ON SITE:**

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office and Maintenance & Operations

## **CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY**

- Notify the District Office with the following information:
  - Date, time, and exact location of the release or threatened release
  - Name and telephone number of person reporting
  - Type of chemical involved and the estimated quantity
  - Description of potential hazards presented by the spill
  - Document time and date notification made
  - Other emergency personnel responding (Highway Patrol, CALTRANS, etc)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

## **Reporting Chemical Spills**

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL.**

## **Spill Clean Up**

Chemical Spills may not be cleaned up by school personnel. Call the District Maintenance & Operations Office at 310-372-9889. The cleanup will be coordinated

through a designated contractor.

### **HAZARDOUS SUBSTANCES**

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Solvents
- Motor Oil
- Diesel Fuel
- Kerosene
- Anti-Freeze
- Airborne Gases/Fumes
- Lacquer Thinner
- Paint
- Agricultural Spray
- Paint Thinner
- Stain
- Break Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area if the spill is too great to handle, contact the District Maintenance & Operations office.
- Staff and students will evacuate the area immediately, if appropriate.

# **Emergency Evacuation Routes and Procedures**

**In an Emergency Building Evacuation all employees will:**

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to Administration.

**In an Emergency Building Evacuation teachers will also:**

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.

- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

**Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive

# 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.

Each school should have a list, updated annually, of those employees who have current certification in CPR and First Aid who will act as the core medical emergency response team. This list should be immediately available to administrators, health clerks, and the school secretary.

**Medical Emergency Response Team:**

Principal - Anthony Bridi
Assistant Principal - NA
Health Clerk - Allison Parsons / Administrative Asst.
Counselors - Lissa Watts
Other – Rose Vadakan / Teacher

# Triage Guidelines

## (for Emergency Response Team Only)

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster.

<b>TRIAGE Priorities</b>	
<b>Highest Priority - RED TAG</b>	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
<b>Second Priority - YELLOW TAG</b>	
1.	Burns
2.	Major multiple fractures
3.	Back injuries with or without spinal cord damage
<b>Third Priority - GREEN TAG</b>	
1.	Fractures or other injuries of a minor nature
<b>Lowest Priority - BLACK</b>	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

# Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.  
**Note:** A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols.
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

# INCIDENT COMMAND SYSTEM

## Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

### Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander or School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*.

### Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording

### How ICS Functions

- This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and
- Facilitates the flow of information within and between all levels of the system.

- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoids duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

## **Primary Incident Command System Functions**

### **Incident/School Commander (The "leader")**

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Redondo Beach Unified School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

### **Operations Section (The "doers")**

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

### **Planning/Intelligence Section (The "thinkers")**

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

### **Logistics Section (The "getters")**

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

### **Finance and Administration Section (The "collectors")**

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

### **Unified Command Structure**

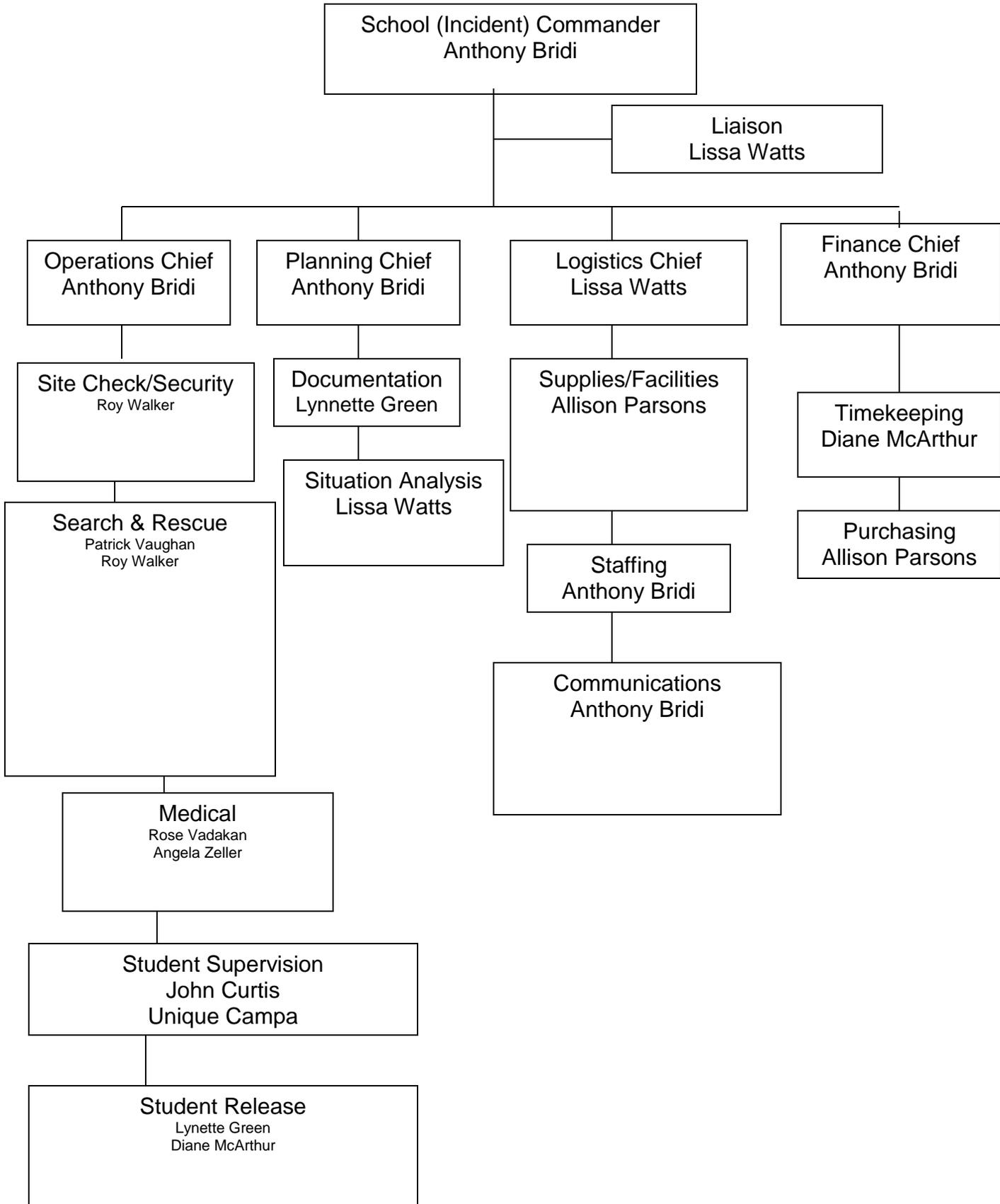
Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

### **Advantages of using Unified Command**

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

# SCHOOL ICS TEAM LEADERS



# Emergency Response Teams

## Operations

Team	Team Leader:	Staff:
Security	Roy Walker	Roy Walker
Search & Rescue	Patrick Vaughan	Patrick Vaughan Roy Walker
Medical	Rose Vadakan	Angela Zeller
Student Release	Lynette Green	Diane McArthur

## Planning

Team	Team Leader:	Staff:
Documentation	Anthony Bridi	Lynette Green
Situation Analysis	Anthony Bridi	Lissa Watts

## Logistics

Team	Team Leader	Staff
Supplies/Facilities	Anthony Bridi	Allison Parsons

Staffing	Anthony Bridi	Lissa Watts
Communication	Anthony Bridi	Lissa Watts
Transportation	Anthony Bridi	Lissa Watts Allison Parsons

**Finance**

Team	Team Leader:	Staff:
Timekeeping	Anthony Bridi	Diane McArthur
Purchasing	Anthony Bridi	Allison Parsons

# Emergency Directory

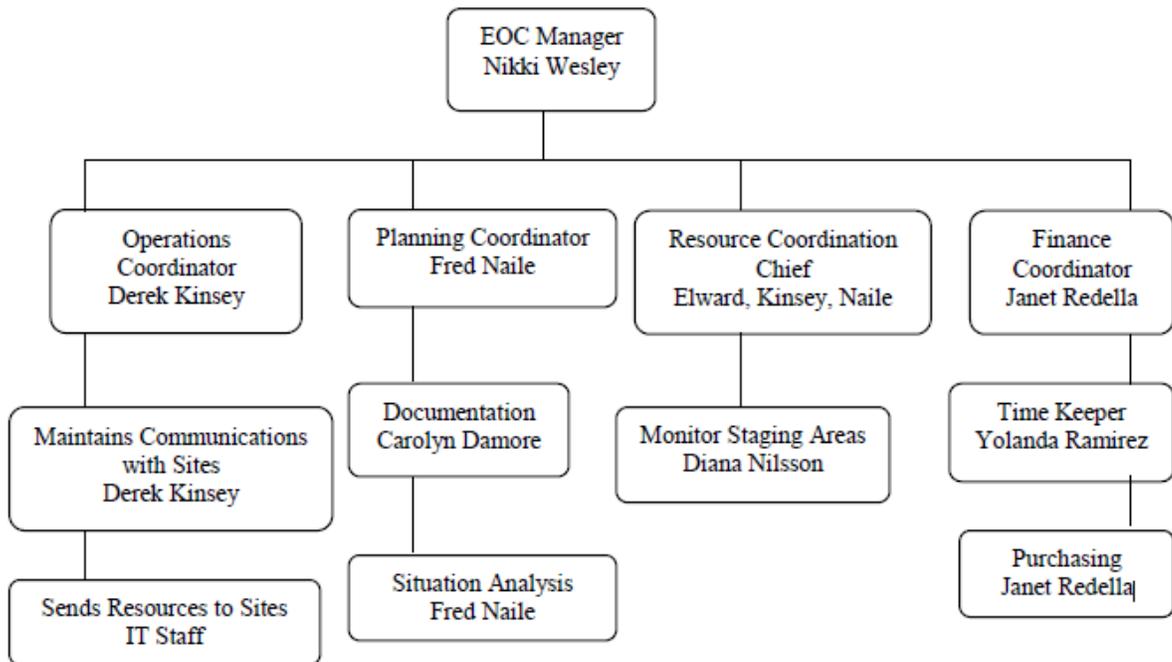
## A. EMERGENCY TELEPHONE NUMBERS

Emergency	911
Police Department	(310) 379-5411
Fire Department Station #1 401 S. Broadway	(310) 318-0663
Fire Department Station #2 2400 Grant Ave	(310) 372-3094
Fire Department Station #3 280 Marina Way	(310) 318-0632

## B. RBUSD PERSONNEL PHONE NUMBERS

Superintendent	(310) 379-5449 x 1272
Deputy Superintendent of Student Services	(310) 379-5449 x 1231
Maintenance & Operations	(310) 372-9889

# District Emergency Operations Center (EOC)



## Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

### Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

### **Emergencies affecting two or more schools:**

In-district communications will be via:

- Telephone, if operable.
- District internal communications; emergency radio
- Superintendent or designee and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

### **When using the District radio system:**

- Set radio to CHANNEL 16-DISTRICT WIDE EMERGENCY
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty one."
- Unit to Base
- Identify yourself: "This is \_\_\_NAME\_\_\_. \_\_\_POSITION\_\_\_, from \_\_\_SITE\_\_\_.
- Base will respond and give message. After transmission is complete the base will end with base clear

### **DO NOT interrupt when someone is transmitting except for emergency information.**

- Portable radio units should always remain charged and ready to use in an emergency

### **Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open, and should be approved by the Superintendent/designee**

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent and Assistant Superintendent with a copy of each bulletin.

### **Working with the News Media**

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News Media personnel are not to be on school grounds, except in designated areas.

Staff should report any news media personnel that appear elsewhere on the campus.

## Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it may be changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Los Angeles County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Los Angeles County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis. Local agencies, like BCHD, may also be available for support. School staff should have contact information for local mental health resources.

# Appendices

## **Annual Emergency Awareness/ Preparedness Checklists & Forms**

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. These recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

**Redondo Shores High School  
Annual Site Awareness Checklist  
2017-2018**

<b>Recommendation</b>	<b>Steps</b>	<b>Participants</b>	<b>Completed</b>
<b>Review the adequacy of physical security in and around campus buildings</b>	<ul style="list-style-type: none"> <li>• Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.</li> <li>• Are keys to campus and administration buildings adequately controlled?</li> <li>• Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.</li> <li>• Is exterior lighting working and is illumination adequate</li> <li>• Is interior lighting (night lighting) working and is illumination adequate?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Maintenance</li> <li>• Operations</li> </ul>	Yes to all

<b>Recommendation</b>	<b>Steps</b>	<b>Participants</b>	<b>Completed</b>
<b>Review access control procedures and heighten employee awareness</b>	<ul style="list-style-type: none"> <li>• Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.</li> <li>• Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.</li> <li>• Has a visitor log and ID badge system been implemented?</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone</li> </ul>	Yes to all

<p><b>Train everyone to recognize and report suspicious activities on campuses.</b></p>	<ul style="list-style-type: none"> <li>• Are persons taking pictures or filming campus activities questioned about their authorization to do so?</li> <li>• Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.</li> <li>• Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?</li> <li>• Have you developed a plan to handle reports of suspicious activity?</li> <li>• Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel?</li> <li>• Do personnel know what to do if a suspicious package is found?</li> <li>• Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?</li> <li>• Are food services personnel trained to be aware of suspicious people in their food preparation area?</li> <li>• When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone</li> </ul>	<p>Yes to all</p>
<p><b>Recommendation</b></p>	<p><b>Steps</b></p>	<p><b>Participants</b></p>	<p><b>Completed</b></p>

<p><b>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</b></p>	<ul style="list-style-type: none"> <li>• Do you have a zero tolerance for verbal threats of any kind?</li> <li>• Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?</li> <li>• Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?</li> <li>• Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes?</li> </ul>	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Security</li> <li>• Human Resources</li> </ul>	<p>Yes to all</p>
<p><b>Work closely with local law enforcement and health officials.</b></p>	<ul style="list-style-type: none"> <li>• Have you made local law enforcement a partner in your district plans?</li> <li>• Are parking regulations, particularly fire zone regulations, strictly enforced?</li> <li>• Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?</li> <li>• Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?</li> <li>• Have you determined contact protocol with local health officials if bio-terrorism is suspected?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Clinical Staff</li> <li>• Crisis Management Team</li> </ul>	<p>Yes to all</p>

**Redondo Shores High School  
Annual Site Hazard Survey  
2017-2018**

**Site Hazard Survey I**

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the DISTRICT by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
3. Likelihood and possible effects of flooding or landslides
4. Probable safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
5. Water heaters are strapped
6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
9. All computers and peripherals should be situated so as not to create a tipping hazard
10. Machine shop and woodshop: equipment should be bolted down
11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
12. Sound system speakers and spotlights: secure
13. Compressed gas cylinders: secured top and bottom with a safety chain
14. Weight room/motor development room equipment: racks anchored and weights properly stored
15. Laboratory chemicals on shelves: restrained

**Redondo Shores High School  
Annual Site Hazard Survey II  
2017-2018**

<b>GENERAL GUIDELINES</b>	<b>OK</b> √	<b>Needs Attention</b> √	<b>Comments</b>
<b>CAMPUS</b>	✓		
Signs Posted, Controlled Access	✓		
Traffic review, parking, fire lanes	✓		
Adequate surfacing, lighting	✓		
Safety Plan	✓		
Required Postings	✓		
<b>ASSEMBLY ROOMS</b>			
Exits clear, exit & emergency lights	✓		
Floors, seating maintained	✓		
Stage: clean, clear exits, wiring	✓		
Kitchen: clean, safe food storage	✓		
<b>ATHLETIC FACILITIES</b>			
Bleachers, fences, backstops	✓		
Stairs, ramps, walkways, gates	✓		
Surfacing in common areas	✓		
Equipment	✓		
<b>INDUSTRIAL ARTS</b>			
All guards, shields, covers in place	✓		
Aisles clear, material storage	✓		
First aid kits; eye wash operable	✓		
Dust collection/housekeeping	✓		
Compressed gas cylinders secure	✓		
Protective equipment, safety training	✓		
Safety signs posted, enforced	✓		
<b>SCIENCE ROOMS</b>			

Hazardous material storage			NA
Adequate ventilation, fume hoods			NA
Eyewash, gas shut-off			NA
Safety training	✓		
Safety signs posted, enforced	✓		
<b>EMERGENCY PREPAREDNESS</b>			
Fire extinguishers checked monthly	✓		
Fire and Earthquake drills conducted	✓		
First Aid Equipment in place	✓		
Evacuation routes posted	✓		
Staff Training on Emergency Procedures	✓		

**Annual Classroom Hazard Survey  
2017-2018**

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her classroom for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30. The principal shall submit a completed copy of the school needs with the principal's checklist by October 30 to Maintenance & Operations.

<b>ROOM NUMBER:</b> _____	√
<b>Deficiencies to be corrected by maintenance staff:</b>	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
<b>Deficiencies to be corrected by school personnel:</b>	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

## Fire Department Requirement Checklist

Checked √√√	TOPIC
<b>DECORATIVE MATERIALS</b>	
	All drapes, hangings, curtains and all other decorative material shall be made of nonflammable material or treated as required by the State Fire Marshal. Fire protective equipment shall not be concealed.
	Child-prepared artwork and teaching materials may be attached to the walls, but is limited to 20% of the wall area. Materials shall be attached to the wall at the top and bottom. No overhead decorations are allowed.
<b>PRE-FIRE PLANNING</b>	
	Fire drills, with the fire alarm sounded, shall be held one each calendar month in elementary and junior high schools, twice-yearly in high schools.
	Post the Fire Department phone number in the main office or switchboard area. Assign a person to call the Fire Department if the alarm sounds.
	Post evacuation plans with alternate routes in each classroom. Post instructions to the teacher for maintaining order during evacuation, for removal of roll book and for taking roll when the evacuation area is reached.
<b>EXTERIOR</b>	
	If school grounds are fenced, at least one gate must be large enough for Fire Department equipment.
	School grounds may be fenced and locked if a safe evacuation area for students and staff is available at least 50 feet from the buildings. Only approved gates are permitted across corridors and passageways.
	Address numbers must be legible from the street. All sub buildings must be logically identified.
	All exposed gas meters, regulators and piping must be protected from potential damage.
<b>EXITS</b>	
	Two exits are required if the occupant load is 50-500.

	Exit doors must swing out if the occupant load is 50 or more.
	Exit doors shall be operable from the inside without the use of a key or any special knowledge or effort.
	Exits shall not be blocked in any way.
	Do not block, obstruct or impair the operation of any self-closing or automatic closing door.
	Exit signs and exit directional signs are required. EXCEPTION: Main exterior exit when clearly identifiable and when approved by the building official.
	Exit Sign Illumination: Exit signs and exit directional signs shall be internally or externally illuminated by two electric lights or shall be approved self-luminous.
	Any exit sign illumination shall be maintained.
	Exit Path Illumination is required for rooms with occupant loads of 100 or more. In the event of a power failure, illumination shall be automatically provided by an emergency lighting system that shall be energized from an alternate power supply, in accordance with the Electrical Code.

**EXTINGUISHERS**

	Provide one 2A fire extinguisher every 75 feet of travel and 3,000 square feet. The top of the extinguisher shall not be installed higher than five feet.
	Extinguishers shall be serviced annually or after a usage.
	Each extinguisher shall have an inspection tag with an annual service date.
	Commercial food processing equipment must have a fixed system over all cooking services and deep fat fryers as well as within the hood.
	Fixed systems shall be serviced every six months or after a usage.
	Fire extinguishers which are part of fixed extinguishing systems shall have a tag attached indicating the date, person performing the service and type of service performed.
	A 40B extinguisher must be near the food processing area and serviced with the past year.

**STRUCTURAL**

	All fire-resistant construction shall be maintained. Repair holes in the walls or ceiling.
	Room capacity must be posted when the occupant load is 50 or more.

<b>FIRE PROTECTION SYSTEMS</b>	
	A five-year test is required for automatic sprinklers, wet standpipes and dry standpipes.
	A fire alarm system is required when an occupancy load is 50 or more.
	When an occupancy load is 50 or fewer, there shall be an early warning device that has been approved by the fire authority with jurisdiction.
	Fire alarm systems shall be maintained in operable condition at all times.
<b>TRASH CONTAINERS</b>	
	Trash containers shall be emptied daily.
	Dumpsters with a capacity of 1.5 cubic yards or greater shall not be stored within 5 feet of combustible walls, under roof eaves, or near openings unless sprinkled.
	Waste baskets and other waste containers shall be made of non-combustible materials.
<b>SPECIAL HAZARDS</b>	
	All compressed bottles must be secured to a fixed object with one or more restraints.
<b>ELECTRICAL</b>	
	Electrical equipment providing emergency power shall be maintained.
	Electrical hazards such as frayed wire are illegal.
	Electrical hazards such as loose cover plates are illegal.
	Zip wiring is not allowed. No extension cords shall be allowed for permanent wiring. Romex stapled to the wall is illegal. Extension cords are only permitted with portable appliances while in use.
	Multi-plug adapters are not permitted. Multi-outlet strips with internal circuit breakers may be used.
	Electrical motors must be kept clean.
	A minimum of 30 inches clearance must be provided for all electrical panels. Breakers must be marked to show area served.

**ANNUAL DISASTER SERVICE WORKER SURVEY**(optional)  
**Redondo Shores High School**  
**2017-2018**

General Information		
<b>1. Name</b>		
<b>2. Position</b>		
<b>3. Location</b>		
<b>4. Work Phone/Ext.</b>		
<b>5. Home Phone</b>		
Specialized Skills		
<b>1. Bilingual?</b>		If yes, Language(s):
<b>2. CPR Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>3. First Aid Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>4. CERT (Trained?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>5. Simple Triage/Rapid Assessment Trained?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
<b>1. Children?</b>		If yes, ages:
<b>2. Special needs?</b>		If yes, please describe:
<b>2. Elderly parents?</b>		Comments:
<b>3. Pets?</b>		Comments:
<b>4. Other caregivers available?</b>		Comments:
<b>5. Other</b>		
In an Emergency -- Confidential		
<b>1. Anything you want us to know? Special Needs? Medications?</b>		
<b>2. Other:</b>		

# RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

## Introduction

### What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

**Budget Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.**

### How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day (most likely the case for RBUSD students). Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

### Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the

school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

### Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

#### RECOMMENDED BASELINE EMERGENCY SUPPLIES

First Aid	Item	√
	Antibiotic solution (betadyne)	√
	Bandage – ACE wrap, Kerlix, Kling or other conforming bandage of several widths – 2, 3, 4, 6 inch	
	Bandage scissors – blunt nose type	√
	Band-Aids – assorted sizes	√
	Blankets – disposable or wool/cotton	√
	Cotton balls – unsterile	√
	Disinfectant – hand washing	√
	Dressings – 2x2's, 3x3's & 4x4's sterile	√
	Dressings – 5x9's & 8x10's sterile	
	Dressings – eye pad, oval sterile	
	Dressings – Vaseline gauze 3x36 inch sterile	√
	First Aid Manual (Red Cross, up-to-date)	
	Gauze pads	√
	Tissues	√
	Tweezers	√
	Needles	

Other Supplies	Item	√
	Clipboards	√
	Large 3-ply garbage bags (20 count)	√
	Large battery operated radio with batteries	√
	Marking pens – for all surfaces	√
	Pack – cold Temp-Aid	√
	Pack – hot Temp-aid	
	Paper cups	
	Paper towels	√
	Pencils or ball point pens	√
	Port-a-potty	√
	Collapsible water containers	

	Safety pins – assorted sizes	
	Sanitary napkins – can be used for heavy bleeding wounds	√
	Splints – inflatable, boards, magazines or other	√
	Standard surgical gloves – medium and large	√
	Stretchers	√
	Folding Table	
	Thermometer –Tempa-dot, disposable	√
	Toilet tissue	√
	Towelettes – moist	
	Triage tags	
	Water (50 gallon) & pumps	

<b>Rescue Team Supplies</b>	<b>Item</b>	<b>√</b>
	Axes	
	Duct Tape	
	Extra Batteries	√
	Fire Extinguisher 3-A:40-B:C	√
	Flashlight (crank)	√
	Work Gloves	√
	Goggles	
	Hand crank radio AND flashlight	√
	Hard hats	
	Note Pad and Pen	√
	Note pads	√
	Emergency Jackets/Vests	
	Pry Bars 36 inches	
	Sledge Hammer 5-8 lb.	
	Utility Shutoff Tools (on site)	√
	Hand held radio	√
	Water	√
	Whistle	√
	Shovel	

# District Critical Information for 9-1-1 Calls

## **When to call:**

### **POLICE**

- For any situation that is suspicious or where you feel that you or another person may be harmed or in danger.

### **FIRE**

- Any fire. Any hazardous situation (chemical spills, flooding, downed wires, etc)

### **AMBULANCE**

- Any severe medical problem of an adult or child

## **What to expect when you call 9-1-1:**

- You will be asked to remain on the line if you are in a place of safety.
- Try to remain as calm as possible.
- Remember that the dispatcher does not have to hang up in order to send help. They may remain on the phone with you and another dispatcher will send assistance.
- Do not assume the dispatcher knows where you are located. *Always* provide a location of occurrence.

# Homeland Security Advisory System



The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

### **Threat Conditions and Recommended Protective Measures**

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.



This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

#### **General Measures**

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:  
GENERAL RISK OF  
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented

**General Measures**

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW  
SIGNIFICANT RISK OF  
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

**General Measures**

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.

- Test your generator once per week.



A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

### General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
  - Communication should focus on reassurance that school is a safe place
    - Reminder – schools have existing safety plans
    - Reminder – schools practice their safety procedures
    - Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.



A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Los Angeles County Emergency Operations Center will be occupied initially during the first 24 hours of a RED threat level.** (Continued operation will be determined on an as-need basis.)

**The Los Angeles County Office of Education** will provide staff at the **Los Angeles County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

### **General Measures**

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail links, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
  - Review communication guidelines under Orange Threat Level
  - Reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Los Angeles County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

**Listed below are websites that provide additional information:**

<a href="http://www.ready.gov">http://www.ready.gov</a>	Disaster preparedness information
<a href="http://www.whitehouse.gov">http://www.whitehouse.gov</a>	White House
<a href="https://www.dhs.gov/">https://www.dhs.gov/</a>	Federal Department of Homeland Security
<a href="https://www.nasponline.org/">https://www.nasponline.org/</a>	National Association of School Psychologists
<a href="http://www.fema.gov/">http://www.fema.gov/</a>	Federal Emergency Management Agency
<a href="http://www.caloes.ca.gov/home">http://www.caloes.ca.gov/home</a>	California Office of Emergency Services
<a href="https://www.cdc.gov/">https://www.cdc.gov/</a>	Centers for Disease Control and Prevention
<a href="http://www.fbi.gov/">http://www.fbi.gov/</a>	Federal Bureau of Investigation
<a href="http://www.lacoe.edu">www.lacoe.edu</a>	Los Angeles County Office of Education