2024-25 Learning Without Limits Safe Schools Plan

Updated: February 5, 2025

Introduction

The purpose of the Education For Change Public Schools and Learning Without Limits Safe Schools Plan (SSP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The SSP outlines responses to the id'd educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the SSP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School SSP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and Federal government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:
A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornadoes; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability) has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation; preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including Learning Without Limits (School).

School Overview

The School's current enrollment is 341 students in grades TK through 5. The campus consists of two buildings and currently share the campus with an Oakland Unified School District school (Global Family). The total number of Employees on the Learning Without Limits Campus is 69. Employees on site consist of:

- 3 administrators (1 Principal, 2 Assistant Principals of Instruction)
- 2 instructional coaches (1 Student Support Services Coordinator, 1 Assistant Principal of Instruction: Foundational Skills)
- 2 family/behavior support staff (1 Dean of Culture, 1 Family & Community Coordinator)
- 20 certificated/classroom teachers (15 General Education teachers, 2 Specials teachers, 3 Education Specialists)
- 4 non-certificated specialist (2 Speech & Language Pathologists, 1 Occupational Therapist, 1 School Psychologist)
- 5 office and tech support staff (1 Site Operations Manager, 1 Student Support Assistant, 1 Jr. Office Manager: Attendance, 1 CEP Substitute, 1 IT Support)
- 5 SPED paras
- 2 non-EFC staff members (1 Clinician, 1 Clinical Intern)
- 4 maintenance and custodial staff (3 Custodians)
- 3 cafeteria staff (1 Cafeteria Server, 2 Yard Duty Supervisors)
- 9 after-school program staff (8 Oakland Leaf After School Program staff members)
- 1 extended learning staff members (1 ELO Site Manager)

The master schedule, along with daily attendance, the student and visitors' sign in and out logs are maintained in the main office.

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 52 students with IEPs (Individual Educational Plan) and 0 staff. This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Limited English proficiency Students: [174]   Staff: [8]
- Visual disabilities (0)
- Cognitive or emotional disabilities (18)
    - Autism (16)
    - ID (6) [two students have ID as Disability 1 & four students have this as Disability 2)
    - ED (0)
- Hearing disabilities (1)
- Speech disabilities (33) [20 student as Disability 1 & 12 students as disability 2]
- Mobility/physical disabilities (permanent or temporary) (0)
- Medically fragile health (including asthma and severe allergies)
    - Epipens - 0 students
    - Asthma - 4 students
    - Peanut allergies - 0 students
    - General allergies - 0 students
    - Bee Sting Allergies - 0 student
    - Other health conditions: 2
    - Cancer: 0
    - Diabetes: 0

Building Information

The School is located on a 4.6 acre lot and includes two schools with a total building footprint of 67,654 sq ft.
- 55 rooms
- 29 rooms used as classroom
- 1 Student Support Center
- 2 multi-purpose rooms (cafeterias)
- 23 admin/office/conference rooms

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility "shut offs," access gates for fire apparatus, mass casualty triage area constitute **Appendix A.**

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.
This process includes an assessment of the building's (interior and exterior) and grounds of the site to identify hazardous conditions. The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attack mounted against the organization or members thereof.
Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.
Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse, vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.
Opioid Overdose	Opioid addiction and overdoses have increased sharply across the country over the past two decades in what many organizations describe as a national crisis. Recent opioid overdoses among students have placed a spotlight on the role of schools in administering opioid antagonists on their campuses.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.

Terrorism   Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage.

This is where the District/School uses the Risk Index, Threat and Vulnerability Assessment identification rating forms and the site assessment to identify threats, vulnerabilities and hazards and rank the risk. From this list the table is completed.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent loss or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:
- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and Hazard Summary, as well as lesser hazards and others that may develop in the future.

- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.
- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.
- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."
- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Concept of Operations

This Plan is based upon the concept that the incident management functions that must be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:
- Adopt the National Incident Management System (NIMS)
- Identify key district/school personnel who will complete IS-700.a
- Adopt the use of the Incident Command System (ICS).
- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.
- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.
- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx

- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.
- Train and exercise the Plan on a regular and consistent basis.
- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:
- A list of the kinds of tasks to be performed by position and organization.
- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated

with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, ~~and~~ training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.
- Determine whether to implement incident response functions (Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.
- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.
- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff on the Emergency Operations Team will be trained and certified in First Aid and CPR.

Instructional Assistants

Responsibilities include:
- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Custodians/Maintenance Personnel

Responsibilities include:
- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no

hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

District / School Secretary / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the District/School Incident Commander or ICS.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers (Or appointed key staff)

Responsibilities include:
- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:
- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:
- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:
- Ensure current telephone numbers and home addresses are on file at the School by updating immediately when changes are made.
- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.
- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.
- Participate in volunteer service projects for promoting School incident preparedness.
- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce School training and ensure family safety.
- Understanding their roles during a School emergency.
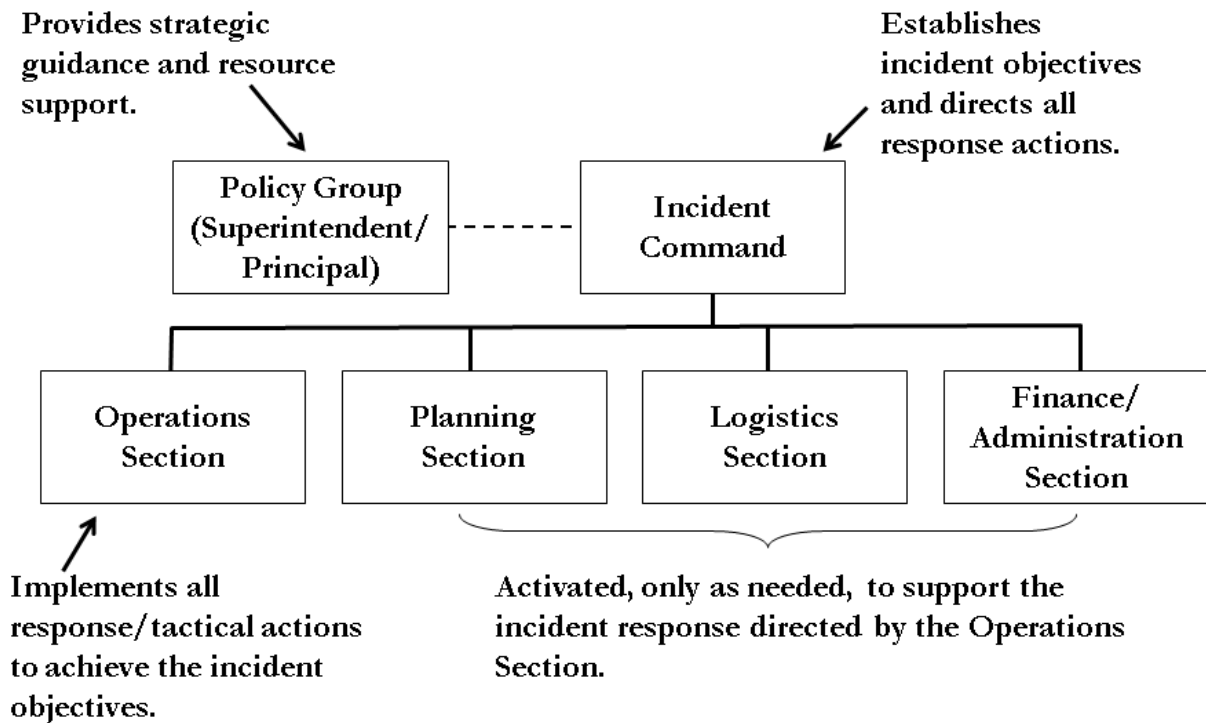
Direction, Control, and Coordination

District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas (see Figure 1):
(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

Figure 1. Incident Management Team

Provides strategic guidance and resource support.

Establishes incident objectives and directs all response actions.

```
  Policy Group          Incident
  (Superintendent/ ----  Command
    Principal)
        |_____|_____|_____|
        |                     |                     |                     |
   Operations            Planning              Logistics            Finance/
    Section               Section               Section           Administration
                                                                     Section
```

Implements all response/tactical actions to achieve the incident objectives.

Activated, only as needed, to support the incident response directed by the Operations Section.

Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.
School-related responsibilities and duties include:
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

EFC Emergency Operations Manual (EOM)

Education For Change (District) maintains a district Emergency Operations Manual (EOM, see **Appendix F**) to address hazards and incidents. The School Safe Schools Plan has been developed to fit into the larger district EOM in the case of a large-scale incident. The EOM directs all tactical operations of an incident including: implementation of response/recovery

activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:
- Implement the incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Activate the Parent Student Reunification Plan.
- Document all activities.

In case of a major disaster, the City of Oakland would trigger the emergency sirens and the emergency radio networks that would be used is 740am. 810 am, and 680 am. The EFC home office also has 2 Satellite cell phones in case of a disaster to allow for communication between two key staff members at Home Office even if cell towers are destroyed.

As needed, the types of Strike Teams described in the following section may be established within the Operations Section of Incident Command.

Operations Section

Incident Command System - Strike Teams

Incident Commander	Working directly with the Lead Ops Team, directs the incident management activities using strategic guidance provided by the Policy Group.	Nicki Fox
Lead Ops Team	Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.	Lizbeth Cedillo Varela

Operations Strike Teams - Search & Rescue Chief: Nicki Fox

Search & Rescue Teams	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.	Plinio Hernandez Precious James Roberto Hernandez

Facility & Security Response Team	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating Fire/HazMat. • Assessing and notifying officials of Fire/HazMat. • Conducting perimeter control.	Lizbeth Cedillo Varela Nancy Ramirez

Operations Strike Teams - Facilities Chief: Lizbeth Cedillo (Backup: Plinio Hernandez)

Evacuation/ Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.	Nancy Ramirez

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing "master" injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.	Francisco Chavez

Operations Strike Teams - Student Care Chief: Roberto Hernandez

Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.	Luis Cuellar Lucy Uribe

Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.	Francisco Chavez Jada Moses

Planning, Logistics, & Finance Sections

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:
- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:
- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:
- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:
- First aid kit and sanitation supplies will be provided by: **School site**
- Cots and bedding supplies will be provided by: **Outside agency**
- Food/water supplies will be provided by: **School site**
- Security will be provided by: **School site**
- Counseling services will be provided by: **School site/Seneca**

Communications

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/Robocall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Internal Communication with the School Network Office

The Incident Commander will use the School Emergency Radio Network to notify the

principal of School status and needs. The principal will notify the District office. The District office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff members to monitor all communications.

External Communications with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The Network and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

External Communication With Parents

Before an incident occurs, the District and School will:
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at a Family Leadership Council Meeting in the fall each year.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:
- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

External Communication With The Media

In the event of an incident, the Incident Commander will:
- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in **Appendix B.**

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and

staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.
- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.
- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the homepage of the school and district website.
- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Administration, Finance, & Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:
- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

Plan Development, Maintenance, & Distribution

Education for Change (Operations Team) is responsible for the overall maintenance and revision of the District/ School EOP. The Site Administrators are responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District/School Emergency Ops Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person

receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by the school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur. (Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:
- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP for all staff.
- First aid and CPR for all EOP Team members
- EOP Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page 11 of this Plan.

Additional training will include drills and functional exercises. Drills will be conducted at least one (1) time per month. Exercises will occur at least one (1) time per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan **(see**

Appendix C). Drill Procedures, an Emergency Drill Classroom checklist, and Site Level Emergency contact information are outlined in **Appendix D.** Approved parent volunteers and community members will also be incorporated into larger training efforts. Records of the training provided including date(s), type of training, and participant roster will be maintained.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as **Appendix E.**

Authorities & References

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:
The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:
Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:
- § 47610: Exempting charter schools from laws governing school.
- §32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).
- § 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".
- § 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:
- § 6400(a): "Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein".

California Government Code:
- § 3100 – 3101: School district employees are "disaster service workers" who may be assigned to such disaster service activities as deemed necessary by their superiors or by law.

Relevant Case Law Decisions:
- Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.
- Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to "Disaster workers")
- City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.
- Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

Appendix

Appendix A (Emergency Evacuation Map)

Appendix B (Media Protocol)

Appendix C (Multi-Year Training and Exercise Plan)

Appendix D (Emergency Drill Procedures, Checklist, and Contact Info)

Appendix E (Personal and Family Emergency Plans Resource Guide)

Appendix F (EFC Emergency Operations Plan)

Appendix G: (Data Analysis and Findings)

Appendix H: (COVID-19 Operational Parameters and Safety Precautions - SY24/25)

Appendix A (Emergency Evacuation Map)
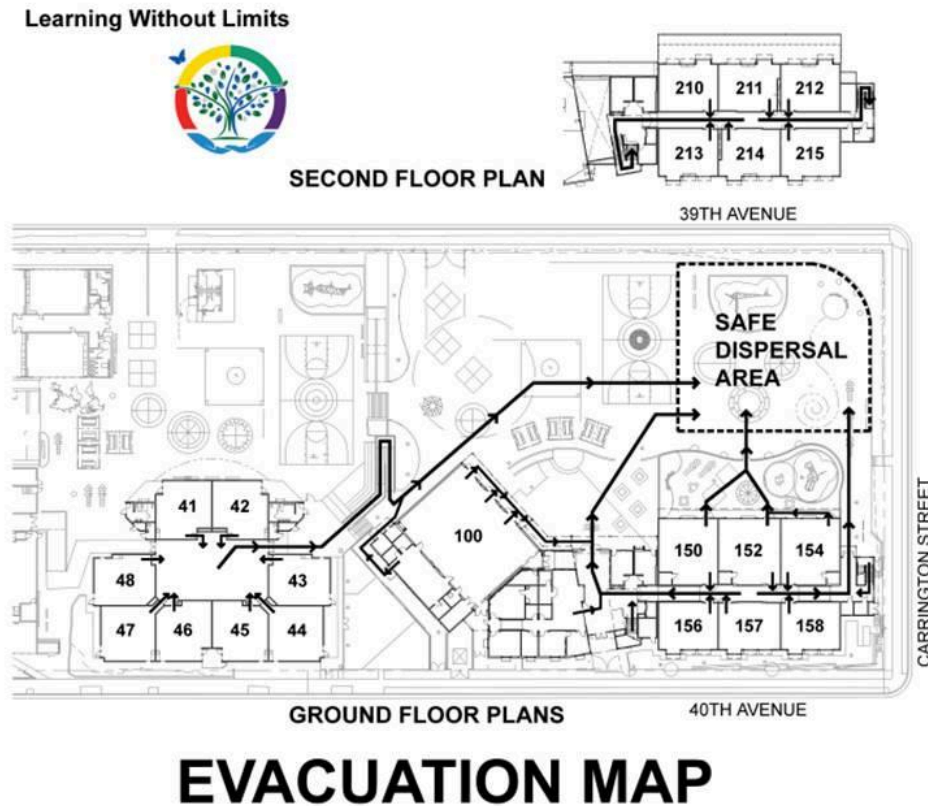
Appendix B (Media Protocol)

Media Communication Information

Education for Change Public Schools recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in our schools. While we are committed to cooperating with the news media request for access to our schools and students, we are also obligated to protect the privacy of students and employees.

To help facilitate media requests, all media inquiries must be directed through the Superintendent who will act as the official liaison and primary contact for media and spokesperson for the School System. This includes requests for interviews with Home Office staff, administrators, teachers or students; or for information on District/school policies and procedures. The Home Office will work closely with principals in regards to media requests relating to prospective schools. If a principal declines an interview, or if a story is a district issue rather than a school one, the Superintendent will speak on the school/system's behalf or provide a spokesperson.

Media Contact:
Larissa Adam, Superintendent
Tel: (510) 568-7936
Email: ladam@efcps.net

Media Access to Schools

In order to protect the privacy of the students and staff, media representatives (journalists, photographers, videographers) are not permitted on school grounds to interview, photograph or videotape without prior approval. To facilitate media relations efforts, the media are requested to contact the Superintendent in advance of any school visit (unless requested by the school).

At their discretion, the Superintendent in cooperation with the school/district administrators may grant media access and arrange interviews with staff and/or students. Interviews will not be conducted during school hours or on school property without the approval and presence of a school/district administrator or designee.

Before any minor is photographed, videotaped or interviewed by the media, a media consent form must be signed by his/her legal guardian. This form is included in the registration packet.

Request for Information

Education for Change Public Schools ensures the protection of student/employee privacy and will:
- Not release any information that may reveal a student's identity;
- Respect the privacy of its teachers and employees and will not release any personal or personnel-related information unless required by law;
- Not comment on any case that is before the courts; and
- Refer all questions related to police investigations to proper authority.

Appendix C (Multi-Year Training and Exercise Plan)

SY24/25 DRILL SCHEDULE		
Day	**Time**	**Drill Type**
9/12/24	9:30-9:45 AM	Earthquake & Fire
9/19/24	2:00-2:15 PM	Fire
10/10/24	1:00-1:15 PM	Lockout
10/24/24	9:30-9:45 AM	Earthquake & Fire

11/6/24	9:15-9:30 AM	Lockdown/Barricade
11/14/24	1:00-1:15 PM	Fire
12/2/24	9:15-9:30 AM	Earthquake & Fire
12/9/24	1:30-1:45 PM	Lockout
1/9/25	2:00-2:15 PM	Earthquake & Fire
1/16/25	1:30-1:45 PM	Lockdown/Barricade
2/13/25	9:00-9:15 AM	Earthquake & Fire
2/27/25	9:00-9:15 AM	Lockout
3/13/25	1:15-1:30 PM	Fire
3/20/25	2:00-2:15 PM	Earthquake & Fire
4/10/25	9:30-9:45 AM	Lockout
4/17/25	9:00-9:15 AM	Lockdown/Barricade
5/8/25	1:15-1:30 PM	Earthquake & Fire
5/15/25	1:00-1:15 PM	Fire

Appendix D (Emergency Drill Procedures, Checklist, and Contact Info)

See LWL Emergency Response Plan.

Appendix E (Personal and Family Emergency Plans Resource Guide)

Ready
Prepare. Plan. Stay Informed. ®

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Out-of-Town Contact Name: _____   Telephone Number: _____

Email: _____

Neighborhood Meeting Place: _____   Telephone Number: _____

Regional Meeting Place: _____   Telephone Number: _____

Evacuation Location: _____   Telephone Number: _____

Fill out the following information for each family member and keep it up to date.

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

| Name: | Social Security Number: |
| Date of Birth: | Important Medical Information: |

Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

Work Location One
Address: _____
Phone Number: _____
Evacuation Location: _____

School Location One
Address: _____
Phone Number: _____
Evacuation Location: _____

Work Location Two
Address: _____
Phone Number: _____
Evacuation Location: _____

School Location Two
Address: _____
Phone Number: _____
Evacuation Location: _____

Work Location Three
Address: _____
Phone Number: _____
Evacuation Location: _____

School Location Three
Address: _____
Phone Number: _____
Evacuation Location: _____

Other place you frequent
Address: _____
Phone Number: _____
Evacuation Location: _____

Other place you frequent
Address: _____
Phone Number: _____
Evacuation Location: _____

Important Information	Name	Telephone Number	Policy Number
Doctor(s):			
Other:			
Pharmacist:			
Medical Insurance:			
Homeowners/Rental Insurance:			
Veterinarian/Kennel (for pets):			

Dial 911 for Emergencies

Ready
Prepare. Plan. Stay Informed.

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Fill out these cards and give one to each member of your family to make sure they know who to call and where to meet in case of an emergency.

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

< FOLD HERE >

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

Ready

DIAL 911 FOR EMERGENCIES

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

Ready

DIAL 911 FOR EMERGENCIES

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

< FOLD HERE >

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

Ready

DIAL 911 FOR EMERGENCIES

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

Ready

DIAL 911 FOR EMERGENCIES

EMERGENCY OPERATIONS MANUAL

Table of Contents

__Introduction__

Natural disasters, such as earthquakes, floods, man-made disasters or terrorist acts, which can result from chemical or biological incidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus or office buildings and bomb threats.

The objective of Education for Change Emergency/Disaster Planning and the Emergency Operations Manual is to provide the maximum practical protection for students and staff in the event of an emergency.

To meet this objective, each classroom will have an Emergency Bucket. Each Emergency Bucket contains the necessary tools to be used in case of an emergency (for a complete inventory list see the last page of this document).

We will train and prepare students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service trainings and student drills. The occurrence of an emergency will require prompt response from all personnel as they perform their specific assignments from this plan. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Principal and the local civil authority.

However, in any emergency, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation**

Who Declares a Site Emergency?

Site emergencies may be declared by the following:

1.   **Civil Authorities:**

        The police, fire officials, or other local, state or federal government agencies may declare an emergency, which would involve the EFC site. Notification of such conditions will activate EFC's Emergency Plan so that an adequate site response can be engaged.

2.   **Principal:**

        The Principal at an **Education for Change (EFC) school** is primarily responsible for declaring a site emergency. In questionable cases they may use the Incident Command Structure (ICS) team to assist in assessing the need to declare an emergency. The list of staff that are a part of the ICS team and their responsibilities in an emergency is located on page 6 of this manual. In the absence of the Principal, the Acting Principal will act on behalf of the Principal. In a situation where neither is available, the most senior administrator on site shall declare the emergency.

3.   **All EFC Employees:**

        a.   *Emergency Situations:* All EFC employees are responsible to sound the appropriate alarm or notification upon discovering an emergency. An emergency includes events such as: fire, earthquake, observation of a person on site with a gun, or hearing gunshots on site. If a fire is observed, an alarm pull device should be activated. In any emergency situation (including fire), use your phone, radio, or any other available means of communication (i.e., e-mail, messenger, etc) to immediately notify administration. Obviously, common sense will indicate that, in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own office or the students around you. An emergency situation will usually require calling 911 as well. **Any employee may call 911 in an emergency.** An animal attack may require a Lock Down for a portion of the site and not require a site-wide Lock Down procedure. In such cases, an attempt should be made by the staff on site to clear that particular area and notify administration.

        b.   *Non-emergency Situations:* Non-emergency situations, such as observations and rumors should be reported immediately to administration without sounding an alarm. An example of this type of situation includes a student reporting that s/he saw a student put a knife in her/his pocket. The Principal and/or the ICS will determine whether to declare an emergency or not.

Incident Command Structure

The **Incident Command Structure (ICS)** team is made up of the Principal and other designated supervisors and administrators. The Principal may make use of the team if deemed necessary. That team will assist the Principal in determining the true nature and lethality of a given situation and conducting investigations into threatening rumors.

Responsibilities of the ICS personnel:

Site Principal – EFC Principal is responsible for coordinating between the civil authorities and all site staff. Has top authority within the EFC Emergency Team at the site level. Will confer with and receive direction from the Superintendent at the Home Office level, who has ultimate authority at the organizational level.

First Aid Coordinator – Each site will designate personnel at the site level who is responsible for coordinating and overseeing all health problems and first aid treatment until paramedics' arrival. Coordinates communication between paramedics, site staff, Emergency Authorities, hospitals, etc.

Grounds, Maintenance and Supplies Coordinator – Site Operations Manager is responsible for coordinating with custodial staff to locate (and know how to use) the site's shut-off valves and utility switches (gas, water, electricity, etc), knows layout of site's buildings and grounds, and emergency supplies inventory and locations.

The **Principal** will be responsible overall for ensuring that the site's Safe Schools Plan is updated annually and that key emergency procedures and an evacuation map are posted in each room. All employees will be trained on the emergency procedures.

In the event of an emergency, the following individuals at the organizational-level (EFC) will be in charge and serve as lead to ensure an appropriate response to the emergency. At the site level, the Principal will be in charge first, the 2nd name will serve as designee for the 1st named, etc.

	Home Office Name	Phone Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Communication During an Emergency

Alarms (Notification of Emergency):

The site's intercom system and/or phone call page system will be utilized to notify everyone of room evacuations and lock downs. Site evacuations will be initiated by verbal commands from designated administrator in the field after a room evacuation has occurred.

Emergency Task Alarm (Notification) in the event of phone system failure:
Ensure that every classroom has a clipboard with emergency procedures and a whistle. If you hear a whistle burst, then you should do the same whistle burst so that the next teacher will hear you. Do this only one time.

Room Evacuation	1 – Long Whistle
Campus Evacuation	2 – Short whistle bursts
Lock Down Repeated	3 – Short whistle bursts
Shelter in Place	4 – Short whistle bursts

The "**All Clear**" alarm for all drills will be given verbally from the command post by radio, cell phone or site phone all page.

Reporting Emergencies:

Emergencies that pose an immediate danger to the safety and health of staff, students, and visitors should be reported as follows:

The first employee to observe the emergency should call **911** or instruct someone else to call **911**.

Emergencies that may be reported **without** causing all staff, students, and visitors to evacuate should be reported by:

        a. Calling 911 for medical/police emergencies (e.g., individual experiencing chest pains, assault in   progress outside of the school, etc.)
        b. Notifying the site Principal of the emergency

General Response Information for Any Declared Emergency

It is important during an emergency that all staff conducts themselves in a professional manner that demonstrates, through their actions, a degree of expertise promoting confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. *Above all else, remain calm*.   Use the next few minutes to perform your assigned tasks and attempt a return to normalcy.

● The Staff are to remain with their students at all times during an emergency until relieved by administration.

● Do not release students to anyone (including their parents) until authorized to do so by administration.

● Staff is first responsible for the students under their care.

● EFC staff is much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Staff will be charged with the emergency care of children during an emergency and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your supervisor to relieve you from your duties.

● It is the responsibility of all staff to report all rumors and observations regarding information that might lead to a site emergency. Such reports should be made immediately to the Principal. Staff is not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into site emergency.

● Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of   injury to others are not acceptable under any circumstances and will be taken seriously.

Should I Leave an Injured Student Behind?

EFC's staff may eventually be faced with the question, "Do I leave a seriously injured or trapped student behind in the classroom/office/room in order to safely evacuate the remaining students?" Few questions can be more heart wrenching. In such cases, staff must function much like an emergency First Aid Team and perform triage. Staff must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

An example of how to prevent further injury or further entrapment is: After an earthquake a portion of the building may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the evacuation site and report the entrapment to the Fire, Search, and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death and that you can safely rescue the student without endangering others, it would be best to extract and move the student. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire, the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately. For example, if the trapped student is bleeding severely, use your radio or a messenger to make an immediate report.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks: Room Evacuation, Campus Evacuation, Lock Down, Shelter in Place, or Active Shooter Protocol.

- A **Room Evacuation** may be the result of a fire, earthquake, or any other event that requires leaving a building. If an earthquake occurs, the duck and cover, and hold procedure (during the shaking) will precede the room evacuation.

- A **Campus Evacuation** will occur if the site is deemed unsafe and uninhabitable by civil authorities or by administration. This will usually be the result of an earthquake, extensive site fire, range fire, aircraft disaster, chemical threat, or local police action.

- A **Lock Down** procedure will occur if a threat occurs on site or in the local neighborhood, which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on site, gunshots fired on site, or in the near neighborhood.

- A **Shelter in Place** procedure may occur in the event of a chemical or biological attack by terrorists. You will be instructed to close and seal all windows, doors, and vents with the supplied duct tape and plastic sheeting found in the Emergency Buckets.

- Activation of the **Active Shooter Protocol** will occur in the event that an individual is actively engaged in shooting or attempting to shoot people.

Room Evacuation Procedures

All Line Staff:

● Upon hearing the alarm system, immediately turn on your radio/cell phone, if applicable.

● Have students leave the room in an orderly manner.

● If a student or staff member is to be left in the room (seriously injured or trapped), report this to the Principal immediately.

● The staff exits the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Bucket, clipboard, and emergency contact numbers with him/her.

● Report with the students to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.

● If someone has been left in the room or is missing, raise the red sign. If all students are accounted for, then raise the green sign.

● Remain with your students and await further instructions.

Principal:

● Secure visual reports from line staff to account for all students.

● As soon as you have names of seriously injured or trapped students/staff left in rooms/offices, notify first responders (eg. Fire Department Search & Rescue). Maintain a list and update the status of each student/staff member as the situation develops.

● Maintain control over your students and staff, striving to reduce panic and return things to normalcy.

Maintenance:

- Site Operations Manager will coordinate with custodial staff to shut off the gas (if there is a smell of gas present).

- Site Operations Manager will report to the alarm control panel to silence the alarm and report the alarm pull location to the Principal (if facility is equipped with a fire alarm system with reporting capabilities).

- Assistant Principal will report to traffic control positions at the proper location. Their duty is to assist emergency vehicles in accessing the correct part of the site. The Principal will assign other personnel to additional locations as necessary.

- When necessary, Custodian will report to the main power entrance panel and await instructions.

Principal:

- Assess the emergency as information is received.

- Call civil authorities as deemed necessary.

- Determine appropriate responses and activate necessary response plans.

- Receive reports from staff on the progress of the Room Evacuation.

- Confirm that the First Aid Team is in place.

- Confirm that the Maintenance Staff is in place.

- Inform the First Aid Team of injuries as necessary.

First Aid Team:

- Receive reports of injuries from the Principal.

- Attend to injuries.

All other staff:

- If you have a radio/cell phone, turn it on.

- Report to the Principal and await further instructions.

Off Campus Evacuation

An **Off Campus Evacuation** will normally follow a Room Evacuation procedure when deemed necessary. The site's designated administrator will deliver the directive for an Off Campus Evacuation verbally to all staff. Unless directed otherwise, Off Campus Evacuations will be specific to the site; please see site-specific Safe Schools Plan.

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone.

- Upon notification from the Principal to evacuate the site, move your students as directed, (toward the on-site evacuation site, the off-site evacuation site or loading zone). Each clipboard shall have a map of the emergency evacuation route. **Always take the Emergency Buckets with you wherever you go. Remember there are tools in those bags that might be dangerous for the unsupervised usage of our students. Therefore, always maintain responsibility for your Emergency Bucket.**

- If walking to an off-site evacuation location is involved, await instruction from the Principal.

- On the way to the evacuation site, re-check the student roster. If a student is missing, contact office staff, who shall relay a complete list of missing students to the Principal.

- Upon arriving at the evacuation site, keep your students together at the assigned area. Follow the instructions of the Evacuation Campus Coordinator designated by the Principal.

- Remain with your students and await further instructions.

Evacuation Campus Coordinator (Principal shall designate a leader to serve as coordinator):

- Prior to leaving the campus, gather your team and provide clear instructions.

- Upon arrival at the evacuation site, direct arriving students and staff to the areas assigned.

- Maintain control over your students and staff at the evacuation site, striving to reduce panic and return things to normalcy.

Maintenance Staff:

- Maintain previous posts from Room Evacuation procedure unless reassigned.

- Await further instructions from the Principal.

- When notified, report to the evacuation site.

- Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.

First Aid Team:

●   Work with paramedics to determine how injured persons should be transported.

Principal:

●   Work with civil authorities in deciding to declare an Off Campus Evacuation.

●   Determine via the proper civil authorities that the roads are accessible between the facility and the   evacuation site, and that the evacuation site is habitable.

●   Declare an Off Campus Evacuation.

●   Designate an Evacuation Campus Coordinator

●   Notify staff at your School and your Home Office supervisor of an Off Site Evacuation.

●   Monitor the evacuation.

●   Personally evacuate the site after the evacuation is completed.

●   See that sign is posted at the front gate notifying parents of the location of the evacuation site.

●   If cell systems are functioning, develop a ParentSquare message to parents to notify them of evacuation.

All other staff:

●   If you have a radio/cell phone, turn it on.

●   Report to the Principal and await further instructions.

* If possible, a message will be broadcast to notify parents as to the location where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.

Lock Down

Teachers and all other staff:

● Upon notification of the lockdown, turn on your cell phone/radio.
● If outside, move students around you into the closest room or building. Leave behind those who are dead
   or very seriously injured/immobile; take care of the living in order to prevent further death.
● Scan for children or staff left outdoors. Once inside the room, or if you were already in a room
   when the   Lock Down was declared, lock all doors, shut and lock the windows, close
   window and blinds and instruct
   students to get on the floor and lie very still.
● Call 911 if you have vital information and cannot reach the Principal on radio or via cell phone.
● Do not respond to knocks or voices at the door unless directed by an administrator or civil
   authority you can identify – when in doubt, don't respond and don't open the door.
● Remain with students and await further instructions. Keep students silent to make the room
   appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when
   directed to do so by administration or civil authorities you recognize.
● When you hear your name in the roll call on the radio, respond with your name and room
number. If you are missing some students, just state your name, location, how many you have with you and how many
   you are missing and their location (such as the restroom or library).

Principal:

● Lock down the area you are in by locking all doors; shutting and locking windows; closing blinds;
   and   getting on the floor.
● Assess the crisis as information is received. If the Lock Down is warranted and has not been
   initiated   elsewhere, declare the Lock Down via the all page system. Call 911 to report the
   situation.
● Call offices and other locations to acquire information.
● Call the staff roll to determine the location of people.
● Confirm that the First Aid Team is in place in case they are needed after the Lock Down.
● Inform the First Aid Team of injuries as necessary after the Lock Down.
● If civil authorities are not directing the Lock Down, determine and deliver the instructions to all
   staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and
   what they are to do next.

First Aid Team:

● Lock down your office by locking doors, shutting and locking windows, closing blinds and getting
on the floor.
● Do not leave the Lock Down room until instructed to do so by administration or civil authorities.
● Receive reports from the Principal of injuries.
● Attend to injuries after the Lock Down.

Shelter in Place

One of the basic instructions you may be given in a chemical or biological emergency is to **shelter-in-place**. This is a precaution aimed to keep staff and students safe while remaining in your facility. If you are told to shelter-in-place, go inside, close all windows and vents and turn off all fans, heating or cooling systems. All persons should go to a designated safe room, seal windows and doors, and listen to local radio (or television) stations, or a NOAA Weather Radio for instructions.

- While gathering students, you can provide a minimal amount of breathing protection by covering your mouth and nose with a damp cloth. Many chemicals can cause damage to breathing passages.

- Immediately after the **shelter-in-place** announcement is issued, fill large containers (if available) for an   additional water supply, and turn off the intake valve to the school or facility. Water supplies may become contaminated. Preserve the water you have available.

- If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Many   chemicals can cause damage to breathing passages.

- Avoid eating or drinking any food or water that may be contaminated. Injury may occur from eating or   drinking toxic chemicals.

- Seal facility safe room (room with the least amount of openings) so contaminants cannot enter:

    1.   Close and lock all windows and doors of the facility.
    2.   Turn off all fans, heating and air conditioning systems.
    3.   Seal gaps and cracks under doorways and windows with wet towels and duct tape and plastic   sheeting.
    4.   Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove   and dryer vents with duct tape and plastic sheeting, wax paper, or aluminum wrap.
    5.   Close off nonessential rooms such as storage areas, laundry rooms, offices and extra bedrooms.

- Turn off all ventilation systems.

- Go to an above ground room (not the basement) with the fewest windows and doors. Some chemicals are   heavier than air, and may seep into basements, even if the windows are closed.

- Take your Emergency Bucket with you. These items may make you more comfortable while you are waiting   further instructions.

- Stay in the room and listen to your radio until you are told all is safe, or until you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community. Following the advice of local authorities is your safest choice.

Active Shooter Protocol

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, 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. 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 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 in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, 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, 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 the site Principal or law enforcement.

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 local law enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and staff 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.

Response to an Emergency After Hours

The response to school emergencies after the end of the day does not vary from emergencies declared during the business day.

The same procedures will be followed for a Room Evacuation, Site Evacuation, Lock Down and Shelter-in-Place procedures.   Here are some things to remember:

1. Rooms closed to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished.

2. If the Principal and most other administrators are off site when the incident occurs, the senior administrator shall function as the Acting Principal during the emergency. In many cases, that person will be the After School Program Director.

3. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place.

4. The Senior Administrator is authorized to take any actions deemed necessary in the absence of the Principal.

5. As soon as possible, notification should be made to the proper administrators via pagers, cell phones or land lines, as available. **A call to 911 should always be the first call.**

ADDITIONAL RESPONSE INFORMATION FOR SPECIFIC TYPES OF EMERGENCIES

Air Quality

Regular physical activity promotes health and fitness. However, when the Air Quality Index (AQI) reaches 101 or more, schools must modify outdoor activities to protect students and staff.

EPA Guidance for Schools

The table below shows when and how to modify school-related outdoor physical activity based on the air quality that day. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution.

Air Quality Index	Outdoor Activity Guidance
green **GOOD**	Great day to be active outside!
yellow **MODERATE**	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms.*
orange **UNHEALTHY FOR SENSITIVE GROUPS**	It's OK to be active outside, especially for **short activities** such as recess and physical education (PE). For **longer activities** such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
red **UNHEALTHY**	For **all outdoor activities**, take more breaks and do less intense activities. Consider moving **longer or more intense activities** indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed.* Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
purple **VERY UNHEALTHY**	Move **all activities** indoors or reschedule them to another day.

EPA Guidance for the General Public

The table below contains EPA guidance for the general public, which applies to our staff.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	**Unusually sensitive people:** *Consider reducing* prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier. **Everyone else:** It's a good day to be active outside.
Unhealthy for Sensitive Groups 101-150	Sensitive groups include **people with heart or lung disease, older adults, children and teenagers.**	**Sensitive groups:** *Reduce* prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath. **People with asthma** should follow their asthma action plans and keep quick relief medicine handy. **If you have heart disease:** Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your heath care provider.
Unhealthy 151 to 200	**Everyone**	**Sensitive groups:** *Avoid* prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better. **Everyone else:** *Reduce* prolonged or heavy exertion. Take more breaks during all outdoor activities.
Very Unhealthy 201-300	**Everyone**	**Sensitive groups:** *Avoid all* physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better. **Everyone else:** *Avoid* prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.
Hazardous 301-500	**Everyone**	**Everyone:** *Avoid all* physical activity outdoors. **Sensitive groups:** Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.

Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.

If symptoms don't improve, get medical help.

<u>Anaphylaxis (Severe Allergic Reaction)</u>

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. The reaction can occur within seconds or minutes of encountering an allergic trigger, including but not limited to an insect sting, food allergy, drug reaction (e.g., antibiotics, aspirin and non-steroidal inflammatory drugs), and exercise.

Watch for Symptoms

Anaphylaxis is highly likely to be occurring when any ONE of the following happens within minutes to hours after exposure to an allergen:

1. A person has symptoms that involve the skin, nose, mouth, or gastrointestinal tract
   - Itching, wheezing, swelling, throat tightening, vomiting, or diarrhea
     AND either:
   - Difficulty breathing, or
   - Reduced blood pressure (e.g., pale, weak pulse, confusion, loss of consciousness)
2. A person was exposed to a suspected (known allergy) allergen, and TWO or more of the following symptoms occur:
   - Skin symptoms or swollen lips (itchy mouth or hives)
   - Difficulty breathing
   - Reduced blood pressure
   - Gastrointestinal symptoms (e.g., vomiting, diarrhea, or cramping)

Many individuals may have previously had only a mild reaction to an allergen, but subsequent exposure can trigger anaphylaxis. Without immediate administration of epinephrine followed by activation of emergency medical services, death can occur.

Administration of Epinephrine

Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors). A trained volunteer[27] may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available.

Steps in the Emergency Use of an Epinephrine Auto-Injector:

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. Administer the epinephrine auto-injector, and then call 911. Stay with the individual experiencing anaphylaxis. Have others notify the parents and school administrator immediately.

3. Dosage:

- For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.
- For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

4. Stay with the individual and reassure them. **Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.**

5. Epinephrine auto-injector administration procedure:

   - Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)
   - Position device perpendicular (90 degree angle) to the thigh
   - It can be administered through clothing
   - Wait for click or other sound indicating medication is being administered
   - Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)
   - Many have a shield that covers the exposed needle
   - Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

7. Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

8. **Monitor the affected invididual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.**
   - **If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.**

9. After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor student according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

NOTE: According to Centers for Disease Control and Prevention (CDC),[4] anaphylaxis affects one in every 13 children (under eighteen years of age) or approximately two children in every classroom. It is

estimated that 25 percent of students have their first anaphylactic reaction at school.

Biological Threat

A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If There is a Biological Threat
Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area that authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where?
- Who should get them?
- Where should you seek emergency medical care if you become sick?

Protect Yourself
If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Bomb Threat

One of the goals of a bomb threat caller is to cause panic among the people being threatened. If you are prepared and ready to act, that goal can be eliminated. Be vigilant in your planning and be prepared. In the case of a bomb threat, everyone needs to know what to do and how to do it safely and efficiently.

The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**see bomb checklist in section 8, following page**):

- Ask what time the bomb is set to go off.
- Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
- Ask about the appearance of the bomb package.
- Listen for background noise, e.g., radio, other people, traffic sounds, etc.
- Was the caller calm or hysterical?
- Was the caller's voice young or old?
- Notify the Principal or other administrator.
- All personnel are to remain out of the threatened building. The notified administrator will call the police and declare an emergency and initiate a Room Evacuation procedure. The police will conduct the bomb search.

Challenging Site Visitors

All staff are expected to immediately report any visitor who does not appear to be on site for official business. Staff may contact the Principal if and when assistance is needed. Visitors on site who are not conducting official business should be escorted off site.

Chemical Threat

A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
Many people suffer from watery eyes, twitching, choking, having trouble breathing or losing coordination. Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to define the impacted area or where the chemical is coming from, if possible.
- Take immediate action to get away.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what the fastest escape from the chemical threat is. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical
If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

- If you think you may have been exposed to a chemical, strip immediately and wash.
- Look for a hose, fountain, or any source of water, and wash with soap if possible, being sure not to scrub the chemical into your skin.
- Seek emergency medical attention.

Earthquake

- Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Staff does not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- Staff should train students on the duck, cover and hold procedure, reviewing it frequently during drills and exercises.

If indoors…

DUCK – drop to the floor.
COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors…

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

After Earthquake

After the initial shock has ended, and a reasonable interval has passed with no further shock, survey immediate surroundings to determine injuries and damage.

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.

If telephones are operating, call the Principal or designee and report conditions of students and estimated damage in your area.

Check for fire or fire hazards from broken electrical lines or short circuits and follow the facility Fire Response Procedure in the facility Fire Plan if a fire is discovered or reasonably expected.

Immediately clean up spilled medications, drugs and other potentially harmful materials.

Check to see that sewage lines are intact before permitting continued flushing of toilets.

Check closets and storage shelve areas. Open closet and cupboard doors carefully and watch for objects falling from shelves.

Be prepared for additional "aftershocks." Although most of these are smaller than the main shock, some may be large enough to cause additional damage.

Responsibilities:

Principal:

After receiving damage assessment report, determine the advisability of partial or complete evacuation of the facility.

If evacuation is deemed advisable, determine condition of exit areas and avoid those that are obstructed or otherwise hazardous.

Conduct immediate check of all communications systems including facility PA, radio network and telephones. Initiate actions to restore service or use other communication resources, including cell phones, two-way radios or messengers.

- Direct implementation of evacuation procedures.

- Direct disaster response activities.

- Initiate recall of personnel.

- Provide for emergency messenger service.

- Establish triage area to screen students and personnel that may be injured.

Facility Services:

Facility Service personal will discontinue normal activities; keep facility in operation and/or make emergency repairs to restore services, particularly electrical main or auxiliary.

Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valve. Shut off electrical power if there is damage to wiring. Report damage to the appropriate utility companies and follow their instructions. DO NOT USE matches, lighters or open flame appliances until you are sure no gas leaks exist. Do not operate electrical switches or outlets.
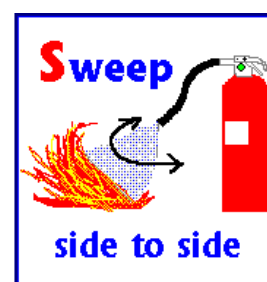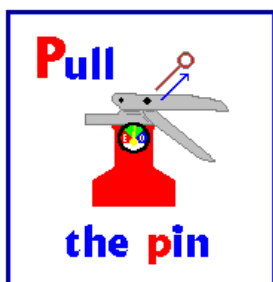
Fire

Local Confined Fire

In case of very small, localized fires (e.g., in a trash can) use the fire extinguishers located throughout the building.

Below is the proper procedure for using a fire extinguisher in case of a small fire. Do not put yourself at mortal risk to put out a fire that is too large or out of control.

Remember the PASS acronym:

1)   **Pull** the pin located on the handle
2)   **Aim** at the base of the fire (stay at least 8 feet from the fire)
3)   **Squeeze** the handle all the way for maximum flow
4)   **Sweep** at the base of the fire. Move the fire extinguisher or nozzle/hose in a side-to-side "sweeping"   motion.

Remember the fire can still re-ignite, so make sure fire is completely out before leaving the scene.

Activate the nearest fire alarm pull station and call 911 if the fire is too large for you to safely put out with a fire extinguisher.

Large Fire

If you smell smoke or observe a fire, activate the nearest fire alarm pull station (where applicable). Call or send a student to the Principal. Have students close all doors and windows as they evacuate the room. Use the RACE method to evacuate:

Remember this Acronym:

R – Rescue (anyone in immediate danger)
A – Alarm (pull fire alarm and call 911)
C – Contain (close all doors as you evacuate)
E – Evacuate (go to the nearest evacuation location away from the fire)

Before opening any door, test for heat by brushing the back of your hand ONLY across the surface of the door and the doorknob. If any surfaces are hot, go to an alternate route. If the area feels cool, open it

slowly. Stay calm and be prepared to close the door immediately at the first sign of smoke or fire. Remain calm and quiet to allow instructions to be heard.

External Fire

In the event that an external (outside the building) fire should require an emergency response, it is likely that the most prudent course would be to stay put, unless instructed otherwise by emergency personnel such as Firefighters or Police.

Poor Air Quality due to External Fire

If the fire is negatively impacting outdoor air, the site operations manager will determine whether to restrict outdoor access for students. Site operations managers will provide all staff and students with air masks as appropriate to protect from poor air quality. If outdoor air quality is such that indoor air becomes negatively impacted and the HVAC system cannot mitigate appropriately, Home Office will determine in consultation with the local authorizers whether to dismiss students and cancel school. If the AQI is at or above 275, the Superintendent shall cancel school.

What to do if you are trapped in a building

●   Stay calm. Go to a room that has an outside window and stay there.
●   If there is a working telephone, call 911 and tell them exactly where you are.
●   To help rescue workers find you, stay where you are and wave something bright or light colored to attract   attention.
●   To keep smoke out of your area, use clothing, towels, newspapers etc. to stuff the cracks around the door   and ventilators.
●   If water is available, dampen a cloth to breathe through to help filter smoke and gas vapors.
●   If the room begins to fill with smoke, stay as close to the ground as possible
●   Above all, THINK before you act and be patient until help arrives.

Heat Advisory

Regular physical activity promotes health and fitness. However, during times of high heat risk, schools must modify outdoor activities to protect students and staff.

CDPH Guidance for Schools

Know your location's "HeatRisk" level to determine who is at risk and what actions to take. Find your HeatRisk level here: National Weather Service (NWS) HeatRisk forecast. The NWS HeatRisk tool provides a seven-day forecast of the potential level of heat risk for a specific location.[4] For guidance on actions to take, see the next section.

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Source: NWS HeatRisk: Understanding HeatRisk.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness.

Monitor for Symptoms

- Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness. See below for more information.
- Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. In the event of EHS, seek medical attention immediately.
- Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash. For more information about heat-related illnesses, please see the relevant sections below.

Heat Acclimatization

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are "acclimatized." Heat acclimatization is the body's process of adapting to or "getting used to" the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. **Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions.** Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

Actions Schools Should Take to Lower Risk

The table below outlines actions schools should take in response to each heat risk level. A PDF of this table can be found here.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	• This level of heat poses **little to no risk** from expected heat	• No elevated risk	• No preventative actions necessary
1 (Yellow)	Minor	• Heat of this type is **tolerated by most**; however, there is a **minor risk for extremely heat-sensitive groups*** to experience negative heat-related health effects	• **Primarily those who are extremely sensitive to heat,*** especially when outdoors without effective cooling and/or adequate hydration	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans
2 (Orange)	Moderate	• Heat of this type is tolerated by many; however, there is a **moderate risk for members of heat-sensitive groups*** to experience negative heat-related health effects, including heat illness • **Some risk for the general population who are exposed to the sun for longer periods of time** • **Living spaces without air conditioning can become uncomfortable during the afternoon and evening,** but fans and leaving windows open at night will help	• **Primarily heat-sensitive or heat-vulnerable groups,*** especially those without effective cooling or hydration • Those not acclimatized to this level of heat (i.e., visitors) • Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue • Some transportation and utilities sectors • Some health systems will see increased demand, with increases in emergency room visits	• Reduce time in the sun during the warmest part of the day • Stay hydrated • Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) • Move outdoor activities to cooler times of the day • For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	Major	• Heat of this type represents a **major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group** • **Dangerous to anyone without proper hydration or adequate cooling** • **Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.** • **Poor air quality** is possible • **Power interruptions** may occur	• **Much of the population, especially anyone without effective cooling or hydration** • Those exposed to the heat/sun at outdoor venues • Health systems likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities during the heat of the day**** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day • Stay hydrated • Stay in a cool place especially during the heat of the day and evening • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	Extreme	• This is a rare level of heat leading to an **extreme risk for the entire population** • **Very dangerous to anyone without proper hydration or adequate cooling** • This is a **multi-day excessive heat event**. A prolonged period of heat is dangerous for everyone not prepared • **Poor air quality** is likely • **Power outages are increasingly likely** as electrical demands may reach critical levels	• **Entire population exposed to the heat is at risk** • For people without effective cooling, especially heat-sensitive groups, **this level of heat can be deadly** • Health systems highly likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities**** • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. • Check on your neighbors

Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.

** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Opioid Overdose

Every EFC office maintains doses of Naloxone nasal spray. Naloxone saves lives because it can quickly restore normal breathing to a person whose breathing has slowed or stopped as a result of overdosing on prescription opioid medications, heroin, or drugs that are adulterated and contaminated with an opioid like fentanyl (e.g., cocaine, methamphetamine). If you give naloxone to a person who has <u>not</u> taken an opioid medicine, **it will not hurt them**.

Recognize the Signs of an Opioid Overdose

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to Do if You Think Someone Has Overdosed on Opioids

1. Call 911 immediately.
2. Give naloxone as quickly as possible. Do not wait for emergency workers to arrive before giving naloxone. Remember, Naloxone will not hurt anyone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

Radiation Threat

A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with biological or chemical threats, you want to limit exposure.

If There is a Radiation Threat or "Dirty Bomb"
To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- Distance: The farther away you are away from the blast and the fallout, the lower your exposure.
- Time: Minimizing time spent exposed will also reduce your risk.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Suspicious Box Located on Site

- Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and instead immediately report it to the Principal or administrator.
- The notified administrator will investigate and if deemed necessary, declare an emergency, initiate a Room Evacuation procedure and call the police.
- The area where the suspect device is located will be cleared by at least 200 feet.
- All students and staff are to keep away from the suspect device and allow the police to deal with it.

<u>Utility Failure</u>

<u>*Power Outage*</u>

In the event of commercial electrical service failure, the following steps must be taken:

1. Check to make sure the all backup electrical equipment is functioning properly:

    a. Alarm Systems

    b. Egress illumination

    c. Emergency communication system

    d. Illumination of exit signs

2. Contact PG&E

    Check the [PG&E outage map](#) or call their phone number: **1-800-743-5002 to ask** them how long

    the service will be out.

    In the case of an emergency (eg. downed power line, transformer exploded, etc.) call 911 AND the

    PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations

    Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Chief of Schools) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

<u>*Natural Gas Disruption*</u>

In the event that a gas pipe or regulator that is servicing the facility develops a leak or rupture, the following steps will be taken:

1. Immediately notify staff and evacuate the building.

2. Call 911 AND the PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations and the Principal's supervisor (Superintendent or Assistant Superintendent)

4. After the natural gas service is restored, ask PG&E to light all pilot lights and check equipment for proper operation.

Note: NEVER use candles, light matches, or smoke cigarettes when there is a natural gas emergency.

Fire Alarm System Failure

In the event that the fire alarm fails, immediately call the Director of Site Operations and Principal's Supervisor to consult regarding next steps.

HVAC Failure

1. Notify the Site Operations Manager; they take the necessary steps to correct any failures of the HVAC system.

2. If determining the repairs cannot be made in a timely manner or beyond the scope of in-house capabilities, the Site Operations Manager will contract the work out to the appropriate HVAC vendor.

3. Notify teachers/staff and tell them approximately how long this will affect the school.
   Note: In extreme weather conditions portable heat or AC will be set up at the site where the failure has occurred.

4. After repairs are made, notify the teachers/staff.

Water Failure

1. In the event of commercial water service failure, the following steps will be taken:

2. Call the EBMUD Emergency Services number, **1-866-403-2683,** and ask for an estimated time that water service will be restored

3. Notify the Director of Site Operations
   Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Sewage Back-up

In the event of a sewage back-up, notify the Site Operations Manager immediately.

If it has been determined that the **main** sewer line is broken or rendered unusable, the Site Operations Manager will call the appropriate plumbing contractor to repair/restore service.

In the case of a main sewer line break, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for school closure.

Note: It may be necessary to shut off all water in the facility to keep sewage waste to a minimum. This decision will be made by Principal and Site Operations Manager.

If the area of stoppage has overflowed, the plumbing contractor will pump the effluent into a tank truck and sanitize the effected area.

Triage and Medical Care

The First Aid Team for this site will be coordinated by **the Assistant Principal.** If he/she is not available, the Principal shall designate a staff member to serve as coordinator.

The Principal will inform the First Aid Team Coordinator of the location of all persons requiring medical treatment.

The First Aid Team Coordinator will designate an area for the treatment of casualties. If necessary, a separate area, preferably away from the treatment area will be designated as a morgue.

The closest medical facilities are listed in Appendix A.

The Medical Coordinator will organize the triage and treatment functions to ensure that all casualties are evaluated and treated in an expeditious and appropriate manner.

Search and Rescue

Staff has not received training for search and rescue operations. The Fire Department will conduct search and rescue. The Fire Department Dispatch numbers are located in Appendix A.

Building Security and Reoccupation

After all staff members and others have been evacuated, the Principal will lock the doors of the building to ensure that people do not attempt to re-enter the building unless it is determined safe to do so.

The Principal is responsible for evaluating the safety of the building or coordinating the assistance of outside agencies to evaluate the safety of the building. This evaluation must be performed prior to allowing employees and others back in the building.

Securing of Property:

If the building is not to be re-occupied, the Principal will be responsible for the overall securing of the property.

Emergency Equipment

Administrators and other staff assigned radios shall keep them accessible at all times when they are at school. During an emergency, staff assigned radios shall retain the equipment on their person and active at all times (24 hours per day) until the emergency is over.

Emergency Supplies

Every EFC classroom will be equipped with Emergency backpacks or buckets with the following supplies.

- Bandages (variety of sizes)
- Hydrogen Peroxide
- Premium Rolling Backpack (EP-FLEX4R)
- SOS Emergency Food Ration - 2400 Calorie (x5)
- Mainstay Emergency Drinking Water Pouch - 4.22oz (x30)
- Emergency Attendance Form
- EMR2000 Multi-Function Emergency NOAA Radio
- Emergency Whistle with Carabiner - 125db
- Heavy-Duty Work Gloves - Pair
- Emergency Survival Blanket (x3)
- Plastic Sheeting - 9' x 9'

- Plastic Tarp with Grommets - 5' x 7'
- Hand Sanitizer - Antibacterial - 8oz - 62% Alcohol
- Cleansing Towelettes (Box of 100)
- Nitrile Gloves - Pair (x2)
- First Aid Kit in Small Pouch - 100 Piece
- Clipboard
- Duct Tape

Emergency Inventory List for Container

Each EFC school site will have an Emergency Container equipped with Emergency Supplies in case of school closure due to an emergency.

- 4 Emergency Ration (24) Calories Bars
- 12 Emergency Water Boxes (w/straws)
- 1 Box of Water Purification Tablets (50 ea.)
- 2 Light Sticks – Green (12 hour)
- 5 Emergency Blankets
- 1 AM/FM Radio/Lantern Light Solar & Battery Operated
- 1 Box Waterproof Matches
- 1 Tent
- 5 Emergency Candles
- 1 Pry/Crow Bar (15")
- 5 Tissue Packs

- 12 Sanitation Bags
- 1 Package of Toilet Chemicals
- 1 5 Gallon Container
- 1 Snap On Toilet Seat
- 1 Pair Work Gloves with Leather Palm
- 2 Pairs Vinyl Gloves
- 5 Dusk Masks
- 1 Whistle with Lanyard
- 1 First Aid Kid
- 1 Duct Tape
- 1 Water Preserver 5 Year Concentrate

Emergency Prevention Schedule

Due to the rapid change of staffing and students at EFC the following will be practiced:

- Fire (Room Evacuation) **Monthly**
- Earthquake/Disaster (Duck, Cover and Hold, and Room Evacuation) **Semi-Annually**

Business Offices and Non-student care areas:

- Fire drill conducted annually
- Disaster Drill conducted annually

<u>Appendix</u>
<u>Emergency Contacts</u>

<u>*Education for Change Main Office:*</u> **(510) 568-7936**

<u>On-Call Home Office Administrator Emergency Contact</u>:

	Home Office Name	**Cell Number**
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

<u>Site Specific Emergency Phone Numbers:</u>

[Site Name]

Principal:
Site Operations Manager:
Custodian(s):
Assistant Principal(s):

<u>Emergency First Responder Phone Numbers:</u>
Emergency – (Medical, Police and Fire) **911**
National Crisis & Suicide Hotline: **988**
Alameda County Mobile Crisis Unit (for mental health crises): **(510) 891-5600**
Local Police – **(510) 777-3211** emergency, **(510) 777-3333** non-emergency
Local Fire – **(510) 238-3856**
PG&E Emergency: **1-800-743-5000**
EBMUD Emergency: **1-866-403-2683**

<u>Nearest Hospitals:</u>

Children's Hospital
747 52nd Street,
Oakland, California 94609
(510) 428-3000

Alameda County Medical Center-Highland Hospital
1411 E. 31st St.
Oakland, CA 94602
(510) 437-4800

Kaiser Permanente Oakland Medical Center
280 W. MacArthur Blvd.
Oakland, CA 94611

BOMB THREAT CHECKLIST

Telephone Procedures

Date:	Time Received:	○ **AM** ○ **PM**	

DATE: /   /   TIME RECEIVED: :   AM/PM   CONCLUDED: :   AM/PM

- REMAIN CALM, BE COURTEOUS, LISTEN TO, AND DO NOT INTERRUPT THE CALLER
- GET ATTENTION OF ANOTHER PERSON - GIVE NOTE SAYING "CALL UC POLICE - BOMB THREAT" **9-911**
- IF YOUR PHONE HAS CALLER ID DISPLAY, RECORD NUMBER OF INCOMING CALL _____
- WRITE DOWN EXACT WORDS OF THE CALLER AND THREAT
- DON'T HANG UP THE PHONE. LEAVE LINE OPEN
- NOTIFY A SUPERVISOR

_____
_____

TRY TO KEEP THE CALLER ON THE PHONE AND TALKING BY ASKING THE FOLLOWING QUESTIONS

1. WHEN WILL IT EXPLODE? AT WHAT TIME?

2. WHERE IS IT LOCATED? WHAT FLOOR? ROOM?

3. WHAT DOES IT LOOK LIKE?

4. WHAT KIND OF BOMB IS IT?

5. WHAT WILL SET IT OFF?

6. WHY ARE YOU DOING THIS?

7. WHO ARE YOU?

8. ARE YOU AWARE THAT IT COULD KILL OR INJURE INNOCENT PEOPLE IN ADDITION TO THOSE YOU INTEND TO HURT?   ☐ Yes   ☐ No

DESCRIPTION OF CALLER (check all that apply)

Sex: Male ☐   Female ☐   Unknown ☐   Approximate Age_____

Voice	Speech	Language	Behavior	Background Noises
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals
☐ Loud	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby
☐ Muffled	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds
☐ Nasal	☐ Hesitant	☐ Irrational	☐ Fearful	☐ General Noise
☐ Pitch-High	☐ Lisp	☐ Rational	☐ Laughing	☐ Guns Firing
☐ Pitch-Med	☐ Slow	☐ Slang	☐ Nervous	☐ Gymnasium
☐ Pitch-Low	☐ Slurred	☐ Uneducated	☐ Righteous	☐ Machinery
☐ Pleasant	☐ Stuttered	☐ Unintelligible	☐ Other:	☐ Music
☐ Raspy	☐ If Accented,	☐ If Foreign,		☐ Party
☐ Smooth	Describe:	Describe:		☐ Quiet
☐ Soft				☐ Restaurant
☐ Squeaky				☐ Talking
☐ Unclear				☐ Tavern/Bar
☐ Other				☐ Television

Name Of Person Receiving Call: _____
Phone Number Threat Was Received On: _____
Name Of Possible Suspect: _____

<u>Trapped, Missing, Injured or Deceased Students Report</u>

Instructions: Complete this form immediately following a program evacuation if you have left students in their room or office. Staff should send a runner with two copies to the Principal. Staff should wait for an available staff member to come by and retrieve the copies. Keep one copy for yourself. The Principal retains one copy and forwards one to civil authorities responding to the emergency situation.

Program_____**Date**_____

Staff name: _____   **Room/Office number:**_____

Current location of your Class or Office:_____

Number of students left in room or staff in offices:_____

Names (If Possible) of those left behind:
_____
_____
_____
_____
_____

Number apparently dead:_____ **Number gravely injured:**_____

Room Checked: Yes   No

Number and Names of Injured Removed:_____

_____
_____
_____

Number and Names of Deceased Removed: _____

_____
_____
_____

Number and Names of Those Taken to Triage: _____

_____
_____
_____

Appendix G: Data Analysis and Findings

Describe the data reviewed and key analysis points, and table of findings pertaining to the current status school culture at the school and at school-related functions.

Referral / Suspension Data Snapshot from Tableau (EOY 23-24)

	All Referrals	Other Referral	Out-Of-School Suspension	In-School Suspension
SY 2024	3 referrals ▼ 0.7% students (3 / 418)	3 referrals ▼ 0.7% students (3 / 418)	0 referrals ▼ 0.0% students (0 / 418)	0 referrals ▼ 0.0% students (0 / 418)
Same time in 2023	19 referrals 3.7% students (15 / 401)	19 referrals 3.7% students (15 / 401)	0 referrals 0.0% students (0 / 401)	0 referrals 0.0% students (0 / 401)

Site Data (LWL)

	All Referrals	Other Referral	✓
LWL	3 referrals ▼ 0.7% students (3 / 418)	3 referrals ▼ 0.7% students (3 / 418)	KPI Goal: 0.5%

Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) - 3 or 4 sentences
Referral and suspension data from 2023-2024 academic year was reviewed to determine trends in major behaviors from students. The data reviewed shows the number of instances in which student(s) received alternative placement as part of our school disciplinary process and framework, and demonstrates a decline from 19 instances of alternative placement in the 2022-2023 academic year to 3 instances of alternative placement in the 2023-2024 academic year. A primary contributing factor to the significant decline in the number of alternative placement instances is the school's consistent use of restorative justice practices and multi-year staff training on trauma-informed responses to student behavior.

Table of Findings

Finding	Measures taken / addressed by Safe School Plan
1. **0 suspensions for 2 academic years**	Continue using restorative justice practices as a way to approach major referrals and build staff capacity to implement restorative justice practices for minor behavior referrals
2. **Decrease in overall major referrals from 19 to 3**	Continue to equip and train staff in trauma-informed responses to student behavior through partnership with Seneca.

Overview

In order to safely operate during the school year, EFC schools need to implement the most current safety guidance to support student and staff well being and decrease potential spread of the coronavirus.

The below precautions are based on the California Department of Public Health Respiratory Viruses Guidance.

Headlines:
In order to minimize cases of on-campus COVID transmission, follow these five key steps:

1. Self-screen for symptoms and exposure at home;
2. Wash/sanitize your hands frequently;
3. Keep the HVAC fan and/or HEPA filter in your room/office running the entire day;
4. Follow the CDC's guidance for preventing the spread of respiratory viruses when you're sick.

Facilities	
Topic	**Precaution**
Ventilation	• MERV 13 filtration/needlepoint bipolar ionization systems are installed in our classroom buildings/spaces with modern HVAC units. Keep the units running throughout the day. • In spaces without modern HVAC units, run the HEPA filter throughout the day, keep door(s) and window(s) open at all times, and use a fan to circulate fresh air into the room. • As temperatures and conditions allow, keep windows open in ALL classrooms to increase air flow. Students and staff should wear extra layers to allow this to happen. • Replace all central HVAC system filters and HEPA filters at the frequency recommended by the manufacturer. • See this list for information on our ventilation equipment.
Cleaning/hand hygiene supplies	• Schools will ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff and children who can safely use hand sanitizer. • Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
School Wide Systems	
Topic	**Precaution**

Arrival System	**Arrival Safety Precautions:** ● Students/families and staff are **required to self-screen at home**.
Meals served on campus (Breakfast, lunch, snack)	● Schedule hand-washing or hand-sanitizing process before every meal/snack for kids and staff

Student Attendance	● Students/staff who develop any COVID symptoms shall be tested with a rapid antigen test either at home or at school (depending on where they are when the symptoms develop).
	   ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms are likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**.
	   ○ If the symptoms are significant (eg. fever, persistent cough) and likely related to an infectious respiratory condition, the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have resolved or significantly improved and they have again tested negative for COVID. **If their symptoms are significantly improved but not completely resolved, they should continue to wear a well-fitting KN95 or KF94 mask until their symptoms are resolved.**
	   ○ If the individual tests positive, please follow the "Protocols for Positive Case" guidance in the next section.

Daily preventative routines	● Teach students to wash their hands for at least 20 seconds. ● Increase the number of times sanitizer is used in classrooms/buildings as well. ● Teach and reinforce covering coughs and sneezes with a tissue or one's arm (not hands!) to help keep individuals from getting and spreading infectious diseases, including COVID-19.
General Safety	

PPE requirements	**Masks**:
	● **During "mask season"**, well-fitting face coverings are required indoor for students, family members, all school staff, and visitors. The Superintendent shall follow ACPHD recommendations regarding when to establish "mask season" and when to make indoor masks optional, and will notify all staff and families of changes to masking policies as transmission rates rise and fall.
	● Note that permissible face masks include:
	   ○ disposable 3-layer surgical masks;
	   ○ KN95 masks;

	○ non-valve N95 masks; ○ KF94 masks IMPORTANT NOTE: Valved masks, bandannas, and fleece gaiters do not offer adequate protection and are NOT permitted. Cloth masks may be worn over surgical masks to improve the fit. ● **Fit is important!** The mask should fit snugly against the individual's face. ● Face shields are permissible as a substitute for cloth face coverings for staff and students who are unable to wear them for reasons of age and special needs. Face shields should be worn with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck). **Face-shields/goggles:** ● Eye-covering (face-shields) will be available to staff members upon request.
Cleaning, disinfecting	**High-touch items:** ● High touch surfaces (eg. door handles, bathroom sink handles, water fountains, copier touchscreen, etc.) should be cleaned/sanitized multiple times a day. ● During times of high rates of respiratory illnesses, teachers/tutors/paras should plan on disinfecting high-touch areas in their classrooms, custodials for larger buildings and common areas. ● [EFC Custodial Cleaning Instructions](#)
COVID Testing	In accordance with [CDPH Testing Framework for K–12 Schools for the 2022–2023 School Year](#) and the accompanying [Testing Framework FAQs](#), **the responsibility for COVID testing has mostly shifted to families**, with free kits provided by the state and federal governments. ● **Surveillance Testing:** The CDPH has determined that it is not strategic for schools to continue with surveillance testing, except for periods when there is a significant COVID surge in the community. This means that **schools** will use the antigen tests primarily to test students and staff when they become symptomatic at school as well as students/staff who were in close contact with a COVID-positive individual at school. As a general rule, all other testing should be conducted in the student/staff member's home. ● **Post-break Testing:** Per CDPH recommendation, all students and staff shall test **at home** prior to returning to school after each major school break (Summer, Thanksgiving, Winter, and Spring). Schools shall distribute free test kits to families to test their student(s) the day before and the morning of the return to school. Home Office staff will send multiple notifications reminding families of this responsibility during the last 5 days of every break. ● **Symptomatic Student Testing:** Students who develop any COVID symptoms **at school** shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ● **Unvaccinated Employee Testing:** Note that per the Governor's orders, **all unvaccinated employees must still test weekly** (rapid antigen tests permitted) and submit their proof of

	a negative test to HR.

Protocols for **students** with symptoms	● **Isolate**: In the case that a student shows signs of the virus during the day, schools will need a designated outdoor space (preferable) or room for students to wait in until they are able to be picked up.
	● If using an indoor space, room must be ventilated and adult must be present with proper PPE and social distancing.
	● Students who develop any COVID symptoms at school shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.)
	   ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**.
	   ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have improved and they have again tested negative for COVID.
	● If a student tests positive, review positive case protocols below.

Protocols for **staff** with symptoms	● **Isolate:** In the case that a staff member shows signs of the virus during the day, **the staff member will need to alert their supervisor immediately** (and if applicable secure student supervision), and then depart the campus.
	● Staff who develop any COVID symptoms at school shall be tested with a rapid antigen test.
	   ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may continue to work, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**.
	   ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to work 24 hours after their symptoms have improved and they have again tested negative for COVID.
	● If a staff member tests positive, review positive case protocols below.

Protocols for Positive Case	● **If an individual tests positive, they should follow the ACPHD recommendations in the 2nd tab of our [Quarantine and Isolation Guidance](#).** ● Notify the families of students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period*. See [this folder](#) for individual notification templates in multiple languages; during COVID surges, use periodic group notifications rather then individual notifications (see * below). ● Inform close staff contacts verbally and in writing the same day that you become aware of the exposure **(do not disclose the identity of the individual who tested positive)***;

	● Notify all close contacts of the positive case on campus in writing within 24 hours (do not disclose the identity of the individual who tested positive). ***IMPORTANT NOTE: CDPH recommends that in lieu of individual/class exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19.** Use the "General Surge Notification" templates available in multiple languages in this folder for this purpose. This communication can alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
Protocols for Close Contacts	● In the event that a student or employee has close contact with a positive case, please consult the Quarantine and Isolation Guidance to determine whether the individual needs to quarantine at home; AND ● If the individual exposed to a close contact is a staff member, notify them verbally and in writing the same day that you learn of the exposure.
Protocol for classroom or school outbreaks	● Per CDPH, broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and **only after conferring with local health officials.** ● **No class shall be placed on home quarantine without prior approval from the Superintendent (who shall confer with local health officials in the event of a significant outbreak).**