

LaVerne Elementary Preparatory Academy

Comprehensive School Safety Plan



2026-2027

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INTRODUCTION

Emergencies and disasters can happen at any moment, and they usually occur without warning. When an emergency strikes, our immediate safety and prompt recovery will depend on the existing levels of preparedness among faculty, staff, and scholars.

Each staff member at LaVerne Elementary Preparatory Academy has an important role to play in maintaining the Charter School's emergency preparedness and safety. We are an interdependent community.

At LaVerne Elementary Preparatory Academy, Emergency Plans are written to provide fundamental support for the school Emergency Plan. During a major emergency or disaster, the school's Emergency Response Team will rely on effective communication between all the members of the staff as well as communication with local agencies.

Emergency Plans are an essential building block of the school's emergency response. They are also part of every unit's basic health and safety responsibilities and business continuity planning. Emergency Plans outline how an organization will; protect the safety of scholars, faculty, staff and visitors on the campus, safeguard vital records and resources, and coordinate with the school's emergency response and recovery procedures.

The Comprehensive School Safety Plan is distributed to every staff member to provide information on how to respond to various types of emergencies. This Plan contains comprehensive, yet simple and flexible, procedures that apply to a variety of emergency incidents that may occur, including injuries, earthquakes, fires or explosions, hazardous materials releases, extended power or utility outages, floods, lockdown, and mass casualty events.

The manual is divided into sections to assist staff with school safety. Several sections contain information, checklists and forms that outline the basic components of these critical areas in an emergency. By keeping emergency preparedness plans in a loose-leaf binder, staff can easily customize or update the contents as necessary.

The Emergency Plan must be known and understood before an emergency occurs. School administration is responsible for ensuring that staff is knowledgeable of the process and procedures before, during and after a disaster and should take immediate steps to: Share this important safety information with all faculty, staff, scholars and volunteers annually, brief all new personnel as they join the staff and keep copies of the plan in accessible locations.

Online copies of the Comprehensive School Safety Plan are available to facilitate making duplicate copies and sharing annual updates. Visit <https://lepacademy.com>

SAFETY AND SECURITY

Parents:

- Will provide proof of their child's current immunizations for Polio, DTaP, Varicella, Measles, Mumps, Rubella (MMR), and Hepatitis B
- Will provide evidence of health examination upon school entry in grades Transitional Kindergarten through First Grade
- Will provide up to date health records including additional immunizations, diagnosis, medications, etc.

Employees:

- Will furnish the school with a criminal record summary as described in Section 44237
- Will receive training in emergency response including appropriate first responder training or its equivalent
- Will provide evidence of TB test administration and clearance as mandated by law
- Will not administer corporal punishment
- Will monitor traffic and pedestrian safety
- Will participate in Mandated Reporter Training annually
- Will adhere to universal precaution standards and follow guidelines regarding blood borne pathogens

School:

- Will conduct regular emergency evacuation drills in accordance with the regulations of San Bernardino County Fire Department
- Will maintain records of scholars' immunizations in the Front Office
- Will provide appropriate screening for scholar's health; equivalent to that of regular public schools per state mandates
- Will maintain policies and procedures for disasters and emergencies
- Will implement and maintain medication dispensing and storing policies
- Will conduct monthly grounds and facility inspections
- Will maintain a drug, alcohol, and tobacco free school policy
- Will maintain a safe and healthy work and school environment
- Will review and make necessary updates annually
- Will adhere to the Board Approved Prevention of Child Abuse Policy
- Will not allow corporal punishment

Volunteers:

- Will bring in a government issued identification card
- Will sign in and out through the Front Office
- Will wear identification badges
- Will complete the required paperwork
- Will submit to a background check
- Will be supervised by staff
- Will provide TB test results as required by current state law and renew verification

Visitors:

- Will bring in a government issued identification card
- Will sign in and out through the Front Office
- Will wear identification badges
- Will be supervised by staff

Security:

- Office staff will monitor school volunteers and visitors through the Front Office
- Administration will monitor school access with school security personnel
- Staff will alert Administration of Emergency Personnel on site
- Staff will alert Administration of security concerns

ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

LaVerne Elementary Preparatory Academy's policy is available upon request.

BULLYING POLICY

LaVerne Elementary Preparatory Academy's policy is available upon request.

CHILD ABUSE REPORTING PROCEDURES

All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the Child Abuse and Neglect Reporting Act (Penal Code Section 11166 et seq.) and will comply with those provisions. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.

Role of Staff to Report Child Abuse

In accordance with state law, all LaVerne Elementary Preparatory Academy employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility.

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. LaVerne Elementary Preparatory Academy will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. LaVerne Elementary Preparatory Academy staff must report to the proper authorities if they suspect the following occurring to a scholar: Sexual assault; Neglect; Willful cruelty or unjustifiable punishment; Cruel or inhuman corporal punishment or injury; and/or Abuse in out-of-home care.

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person will not have to prove abuse. The administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$ 1,000) or by both.

Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed, and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/ or Police Department since he/ she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the scholar's record and will be made available to the parent or guardian.

SUSPENSION/EXPULSION POLICIES AND PROCEDURES

LaVerne Elementary Preparatory Academy's policy is available upon request.

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The CEO or Administration shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The school shall provide the information to the teacher based upon any records that the school maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. These acts are delineated in the school's suspension/expulsion policies and procedures but are listed here as well:

- Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the administration or the designee of the administration.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying.
- Committed sexual harassment as defined in Ed. Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Ed. Code section 233.
- Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, which is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property, or both.

No school officer or employee may be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

An officer or employee who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

TACTICAL RESPONSE

Campus security and local authorities will immediately be notified of any threat that requires a tactical response.

Active Shooter/Shooting Incident

Internal document not accessible to the public.

LOCKDOWN PROCEDURES

Internal document not accessible to the public.

PROCEDURES TO ALLOW A PUBLIC AGENCY TO USE SCHOOL BUILDINGS FOR MASS CARE AND WELFARE SHELTER

All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. School personnel complete annual training and are provided with drills in which they are given the ability to practice their duties in preparation for a major disaster. LaVerne Elementary Preparatory Academy shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. LaVerne Elementary Preparatory Academy shall cooperate with such agencies in furnishing and maintaining whichever services they deem necessary to meet the community's needs. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

HEALTH PROCEDURES

Scholars are sent to the LaVerne Elementary Preparatory Academy Office for illness and/or injury assessment. Except in the event of an emergency, staff will provide scholars with an office pass notifying the office staff of the concern.

A visit to the Office will consist of:

1. Assessment of injury or illness
2. Treatment as appropriate
3. Contact of parent if appropriate
4. Notification of outcome to teacher
5. Incident/Accident Log

If a scholar has:

Fever - If a scholar has a temperature of 100.4 degrees or more, the parent/guardian will be contacted to pick up the child. If the parent/guardian is unavailable, the school will call emergency contacts until we are able to reach an authorized adult. Prior to returning to school, the scholar must be fever free for 24 hours, without fever reducing medication (i.e., Motrin, Tylenol, Ibuprofen).

Vomiting - If a scholar vomits while at school, the parent/guardian will be contacted to come and pick up the scholar. If a parent/guardian cannot be reached, the school will contact emergency contacts until we are able to reach an authorized adult. The scholar may return to school once 24 hours have passed without vomiting.

Rash - If a scholar has a rash, the parent/guardian will be contacted to come and pick up the scholar or provide the medical documentation stating that the rash is not contagious. If documentation is not available, the parent/guardian must pick up the child. The scholar may return to school once the rash is cleared or with medical documentation stating that the rash is not contagious.

There will be times when a scholar has visited the Office and is sent back to class only to return to the Office because the problem is persisting. In these cases, a parent/guardian will be contacted for consultation. Together with Office Personnel, a decision will be made as to whether the child completes the school day or gets picked up. If the decision is made to pick up the scholar, the scholar will be sent back to class until the parent/guardian has arrived at the school so as to reduce the amount of instructional time missed. The scholar will be called out of class when the parent arrives in the front office.

Medications

Scholars are not permitted to carry any medications on their person. This includes Chapstick, herbal remedies, oils, cough drops, prescription, and non-prescription medication. In the event that a doctor deems it medically necessary for medication to be closer to the scholar, the school will develop a plan that ensures the safety of all scholars.

Prescription Medication – All medications are kept locked in a secure location in the Office. All medications held in the Office must be accompanied by an authorization form. All medications will only be held for the term of the authorization and not longer than the current school year. Medications must be picked up and dropped off by an adult. Authorization forms are available in the office.

Over-the-Counter Medication – Over the counter medication includes Chapstick, herbal remedies, oils, cough drops and non-prescription medication. Parents can authorize an over-the-counter medication for their scholar. In order for a scholar to receive an over-the-counter medication while at school, the Office must receive a completed Authorization form from the parent along with the medication in the original container with label intact. Scholars will be called to the Office to receive the medication according to the directions outlined on the Authorization form. Over the counter medications are short term and the parent's directions must comply with the directions on the bottle. Authorization forms are available in the office.

Head Injury

All scholars or staff with head injuries will come to the Office regardless of the injury. The procedure is the same whether the injury occurred by a fall, or by getting hit by a ball or other object. Once the person is in a safe location, some things to look for include drowsiness, blank stare, "falling asleep", vomiting, bumps or swelling.

Ask –

- Are they dizzy?
- Do they feel like they are going to throw up?
- Do they know their name?
- Do they know where they are?
- What is their pain level on a scale of 1 – 10, 10 being the worst?

When a person with a head injury has lost consciousness or if the injury is severe the following information is needed:

1. Name of person injured
2. Time of injury
3. Any witnesses (please accompany the injured person).

After the person injured is taken care of all information will be logged on an Incident Report and/or Aeries and the parent/guardian will be notified by phone of the injury.

Automated External Defibrillator

An Automated External Defibrillator, also known as AED, is located in the Office. It is in an alarmed case with instructions for easy access. There is a plaque on the outside of the office to show where the machine is. The office staff is educated on how to use the device and when. Our local EMS department is aware that we have an AED machine on site.

EpiPens

Two sets of EpiPens (adult and child doses) are located in a locked box in the health office. The key is labeled E002. All staff is trained in the proper use of the EpiPen in case of an emergency. These pens are not for any specifically designated person but for anyone on campus that goes into an anaphylactic emergency needing that medication.

Inhalers

Two sets of inhalers are located in a locked box in the health office. The key is labeled E002. All staff is trained in the proper use of the inhalers in case of an emergency. These inhalers are not for any specifically designated person but for anyone on campus that goes into a breathing emergency needing that medication.

PROCEDURES FOR SAFE INGRESS AND EGRESS

Entrances and Exits

The school administration and office personnel continue to develop and update procedures so that scholars, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g., not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and scholar pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent scholars from crossing traffic unnecessarily

TRAFFIC AND PEDESTRIAN SAFETY

Safe Passage to and from School

Scholars must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies. School personnel will discuss the following safety issues with scholars and parents, and distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Safe Routes to School
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use

Responsibility of Administrator

- Assess traffic, warning signs, parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with the local Department of Transportation in establishing safe pedestrian

- routes to and from school and appropriate scholar pick-up and drop-off points.
- Review, distribute and post "Back-to-School Safety Tips".
- At elementary schools, encourage parents to walk their children to school.
- The Administration should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform scholars, staff and parents of designated "Safe Routes", scholar drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should be distributed to scholars and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agency.

TRAFFIC PATTERNS AND DROP-OFF/PICK-UP POINTS

LaVerne Elementary Preparatory Academy is required to develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Administrator

- Administrator is to ensure through daily monitoring by designated staff that loading and unloading areas are "Curbside" and designated to minimize scholar proximity to moving vehicles and that these areas are readily accessible to scholars.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a scholar drop-off and pick-up plan and distribute the plan to parents.
- All designated drop-off and pick-up points are safe and at "curbside".
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure scholar safety and minimize traffic congestion.
- Proper supervision is provided at any bus loading and unloading areas.

Releasing Scholars

LaVerne Elementary Preparatory Academy employees are responsible for releasing scholars to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a scholar, they should locate or contact the school administration or administration's designee before releasing the scholar.

Map showing safe ingress and egress attached.

Field Trip Transportation Safety

Prior to driving a school bus to a school field trip or other school activity, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order.

1. When the scholar activity bus is used to transport scholars, the scholars are accompanied by at least one adult chaperone selected by a school official. If an adult chaperone is not a school employee, the chaperone shall meet the requirements for a school volunteer.
2. One adult chaperone has a list of every scholar and adult chaperone, including a school employee, who is on the scholar activity bus at the time of departure.
3. School staff and the driver have reviewed all safety and emergency procedures before the initial departure.
4. Immediately before departure from any location, the adult chaperone shall account for each scholar on the list of scholars, verify the number of scholars to the driver, and initial the scholar list indicating that all scholars are present or accounted for.

EMERGENCY PREPAREDNESS

Getting Organized

The first step in building preparedness is to assemble appropriate human and physical resources to do the job. Establish who will serve as the “Emergency Coordinator” to help implement the School Safety Plan. An Emergency Coordinator must be familiar with the school’s programs and physical facilities, and should be a person with the management experience and financial authority to:

- Collaborate with the School Safety Team to develop and maintain the information in the School Safety Plan
- Recruit a core “Emergency Preparedness Team”
- Arrange related staff safety education and training
- Purchase emergency supplies and equipment
- Be ready to support the staff during an emergency incident (and be called back to campus if necessary)
- Be ready to help prepare post-disaster impact summaries and insurance claims
- Be prepared to deliver status reports and interface with the public resources and the media in the event of an emergency incident

The Emergency Coordinator and Response Team shall participate in training.

- The staff should be trained to help disseminate emergency instructions, assist evacuations and security, and provide first aid if necessary.
- The staff should be prepared to document the effects of the emergency and coordinate facility and program restoration, according to priorities identified by the Administration or designee.

SURVEY FOR EMERGENCY ASSIGNMENTS

(Conducted at the beginning of each school year)

TO: All Faculty and Staff
FROM: _____

DATE: _____

SUBJECT: SCHOOL SAFETY PLAN EMERGENCY ASSIGNMENTS

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

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

NAME: _____

ROOM: _____

I HAVE HAD THE FOLLOWING TRAINING:

- Red Cross First Aid/CPR/AED Safety Training
- Advanced First Aid Red Cross
- Disaster Class
- CERT Outdoor Survival Class
- Military Firefighter/Law Enforcement
- Other: _____

I HAVE THE FOLLOWING SKILLS:

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

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

- First Aid Team
- Search & Rescue Team
- Security/Utilities Team
- Psychological First Aid Team
- Assembly Area
- Request Gate
- Reunion Gate

Please return this form to: _____ by _____.

SCHOOL PREPAREDNESS SELF-EVALUATION CHECKLIST

Assessment & Planning Activities

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

- | | |
|-------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> administrators | <input type="checkbox"/> teachers |
| <input type="checkbox"/> scholars | <input type="checkbox"/> parents |
| <input type="checkbox"/> classified staff | <input type="checkbox"/> other community members |
| | <input type="checkbox"/> others: |

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

ALL MOST SOME FEW NONE NOT SURE

3. School staff have had the following training:

Insert number of staff (min 0 max 50)

- _____ Basic First Aid Safety Training
- _____ Advanced First Aid
- _____ Red Cross Disaster Class CERT
- _____ Outdoor Survival Class
- _____ Military
- _____ Law Enforcement
- _____ How to turn off electricity, water, gas
- _____ Scholar release procedures
- _____ Shelter, Nutrition, Sanitation
- _____ Psychological First Aid or Crisis Counseling
- _____ Other:

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

_____ we did not notify parents

_____ we notified parents

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

YES NO NOT SURE

6. We have neighborhood maps and have identified evacuation routes and key locations.

YES NO NOT SURE

7. An Evacuation Route Map is posted in each room, with the room marked on the map.
ALL MOST SOME FEW NONE NOT SURE

8. We encourage staff and scholars to prepare for disasters at home and provide support material for doing so. YES NO NOT SURE

9. Teachers have reviewed their normal emergency evacuation routes.
ALL MOST SOME FEW NONE NOT SURE

10. Teachers are prepared to check in on neighboring classrooms.
ALL MOST SOME FEW NONE NOT SURE

11. We have plans to assist any individuals with disabilities, or any other special needs who will need assistance in understanding and/or evacuating.
ALL MOST SOME FEW NONE NOT SURE

12. Scholar emergency release and emergency contact information is updated at the beginning and throughout the school year.
ALL MOST SOME FEW NONE NOT SURE

13. School staff are aware that they are expected to stay on the job as disaster service workers.
ALL MOST SOME FEW NONE NOT SURE

14. We have plans for an alternate school site for school continuity following a disaster.
YES NO NOT SURE

15. We have plans for alternate schedules and methods as needed means for continuing instruction during a period of school closure due to disaster.
YES NO NOT SURE

16. We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should they be destroyed in a disaster.
YES NO NOT SURE

17. We have insurance coverage for school disaster risks.
YES NO NOT SURE

Physical & Environmental Risk Reduction

1. Our school buildings meet all current standards for earthquake safety.
ALL MOST SOME FEW NONE NOT SURE

2. We have fastened tall and heavy furnishings that could fall during earthquake shaking and

could kill or injure people.

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

YES NO NOT SURE

Response Capacity Development Activities

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

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

ALL MOST SOME FEW NONE NOT SURE

5. Emergency Bags are available in each classroom

ALL MOST SOME FEW NONE NOT SURE

6. We have the following emergency supplies for scholars and staff to last for at least 72 hours:

- | | | | |
|--------------------------------------|-----|----|-----|
| • 12 liters of water per person food | YES | NO | N/A |
| • emergency power emergency lighting | YES | NO | N/A |
| • first aid supplies | YES | NO | N/A |
| • alternate communications | YES | NO | N/A |
| • sanitation supplies | YES | NO | N/A |

7. Scholars have been asked to bring an emergency kit at the beginning of each school year and take it home again at the end of the school year.

YES NO N/A

Emergency Bag Checklist

Emergency Bag Contents Checklist					
Item Description	YES	NO	Item Description	YES	NO
Snap Light (1)			Red Signs (2)		
Flashlight			Green Signs (2)		
Radio			Your Room # Sign		
Batteries			Marking Pens (3)		
Whistle			Notepad		
Emergency Blanket (2)			Emergency Folder		
First Aid Kit			Emergency Attendance Form		
Bandages			Current Class Roster		
Ace Wrap			Clipboard		
Ice Packs			Hand Sanitizer		
Gloves			Other:		
Trash Bags			Other:		
Tissues			Other:		
Toilet Paper			Other:		
Feminine Pads (2)			Other:		

EMERGENCY CONTACTS AND EMERGENCY SUPPLIES LETTER TO PARENTS

[Month, Date], 20XX

Dear Parent(s) or Guardian(s):

As you know, we in California live in “earthquake country” where we are aware that a major earthquake can happen at any time. Other potential emergencies also create the possibility that children may have to remain in the protective environment of the school for an extended period. Our school has a School Safety Plan, and you are an important part of it.

Our school employees feel morally responsible and are legally designated “emergency service workers”. In cases of emergency, we will remain at school to care for all of our children. If an emergency should happen while you are out of the neighborhood, school staff will remain with your child(ren) for as long as necessary. Your child(ren) will only be released to you and to anyone that you designate on the Emergency Contact List. It is therefore very important that you ensure your emergency contact list is updated and select for your emergency contact list only those trusted individuals with whom you have discussed your emergency reunification plan.

It is best if at least one person on your list lives nearby and can arrive at school to pick up your child in your absence. The purpose of this is both to reunite you with your child(ren) as soon as possible, and to keep your child safe. When a person comes to pick up your child, they will have to identify themselves and your child will have to confirm their identity. In addition, we ask you to please provide a Scholar Emergency Kit for your child in case of emergency.

The Emergency Kit should be a 1-gallon sealed plastic bag clearly marked with your child’s full name. Inside should be the following items:

- 2 small bottles of water
- 2 high energy, long-lasting, no-salt snack items (such as granola bar, raisins)
- A 3x5” card with family emergency contact information on it.
- A family photo with a note from you on the back.

At the end of the school year, the bag will be returned to you – hopefully unused. We’ll ask you to refresh your supplies at the beginning of the next school year. These measures will help us to take care of your child in the event of an emergency. They also allow you to be part of the solution, help the people immediately around you, and provide a quicker recovery time. It is our desire for you to return safely as conditions allow, while also allowing roads to remain open for emergency vehicles.

Sincerely,

Debra Tarver
CEO

EARTHQUAKE DRILL ANNOUNCEMENT LETTER TO PARENTS

Dear Parent(s) or Guardian(s):

The safety and welfare of our scholars and staff is our highest priority. In order to provide our school an opportunity to practice emergency response procedures, we will participate in a Statewide emergency preparedness drill on [MONTH, DATE], 20XX. Please be advised that scholars will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect scholars, save lives, and reduce injuries. They allow us to evaluate our emergency operations plan and improve our response skills. As part of the drill, the scholars and staff will participate in the activation of our school's School Safety Plan.

In order to protect scholars, in case of an actual emergency scholars will only be released to the parents and/or other adults listed on the scholar's Emergency Card. Please ensure that this card has updated and accurate information. It is a good idea to have several trusted adults listed on the card. You should assume that in an actual emergency, telephone communication may not be possible, and so you should discuss your family meeting place and reunification plans in advance with anyone listed on the scholar's Emergency card.

In the event of an actual emergency any approved emergency contact person should do their best to bring identification and should first come to the Request Gate to request the scholar(s). When the scholar(s) is located, the adult will be directed to the Reunion Gate to meet their child(ren) and sign them out. This procedure is designed for your child's protection and for your peace of mind.

Prior to the drill, please discuss your family's home preparedness plan with your scholar(s). The American Red Cross has outstanding materials. You can obtain Red Cross materials which are available in English or in Spanish from their website: <http://www.redcross.org> or by calling your local chapter at 1-888-831-0031. Your telephone directory also has valuable information on emergency preparedness, and there are resources to be discovered on the internet in many languages.

If you have any questions or need further information, please do not hesitate to call our school office at 1-760-948-4333.

Sincerely,

Debra Tarver,
CEO

EARTHQUAKE DRILL ANNOUNCEMENT MEMO TO FACULTY AND STAFF

DATE: [Month, Date], 20XX

TO: LEPA Faculty & Staff

FROM: Debra Tarver, CEO

SUBJECT: STATEWIDE EARTHQUAKE DRILL SCHEDULED FOR [TIME] ON

[XX] DAY, [MONTH], 20XX

We will have a Statewide Earthquake Drill at [TIME] ON [XX] DAY, [MONTH], 20XX. This drill will provide an opportunity for all staff and scholars to simulate a disaster response in order to test and evaluate our school's emergency procedures plan. Please carefully read through the 8 sections of this plan now.

1. Earthquake Drill Scenario
2. Emergency Drill Preparation for Faculty and Staff
3. Earthquake and Evacuation Drill Instructions
4. Other Emergency Situations
5. Emergency Bag Checklist
6. Injured/Missing Status Report and Permit for Release of Child Sample Forms
7. School Safety Plan Team Procedures & Duties
8. Responsibility Matrix

EARTHQUAKE DRILL SCENARIO

The drill will be based on a hypothetical scenario for a likely 6.8 magnitude earthquake that will roll through the Southern California area and affect all areas of our County. Intense shaking will begin at [TIME] and will last for 45 seconds. There will be at least one strong aftershock within 15 minutes.

The scenario for the drill tells us that electrical power, water, gas and sewer systems have failed in many areas. The school's telephone system is inoperable. Traffic comes to a halt as the freeways suffer some bridge and overpass collapses and surface streets are severely impacted by excess traffic volume. Numerous fires have started due to fallen electrical lines and explosions caused by severed underground gas lines. The Mayor declares a state of emergency and orders staff to remain at their sites and shelter all scholars at schools until they can be reunited with a parent or guardian. Police and Fire Departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for scholars and staff.

The drill above is based upon the annual Southern California Shake Out.

EMERGENCY DRILL PREPARATION FOR FACULTY AND STAFF

Prepare yourself before the drill-

- Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.
- Check that the contents of your Emergency Bag hanging prominently in your classroom using the Emergency Bag Checklist. The Emergency Folder contains information that you or your substitute would need should there be a drill or an actual emergency.
- Confirm whether you will have any special duties. Get to know your buddies in neighboring classes.
- Check that you know the location of your fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S. Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire.
- It is highly recommended that you complete your own Family Disaster Plan at home and your plan with your own childcare providers.
- Plan a quiet activity that scholars can do in the assembly area in the event of a real emergency or a drill.

California Government Code, Chapter 8, Section 3100 states: "... all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The CEO, Administration, or designee will release staff members as the needs change.

- If you have very extenuating circumstances discuss these with your Administration NOW, not during an emergency.
- IF YOUR NAME DOES NOT APPEAR ON OUR EMERGENCY ORGANIZATION PLAN OR IF YOU DO NOT HAVE A CLASS, PLEASE REPORT TO THE INCIDENT COMMAND CENTER (ICC).
- DO NOT LEAVE THE CAMPUS!

Prepare your scholars-

- Encourage your scholars to take this drill very seriously.
- Practice a "Drop, Cover, and Hold On" drill, having scholars hold their position for 45 seconds. You may count together: one-one hundred, two-one-hundred etc.
- Drop down to your knees and make yourselves small.
- Cover your face, head and neck, closing your eyes. Keep your body under or below the level of desk/table/chairs, with your back to windows.
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.

Make sure that your scholars know the 4 rules for building evacuation:

- Don't Talk!
- Don't Push!
- Don't Run!
- Don't Turn Back!

Scholars should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere else on campus), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area.

Review the Emergency Evacuation Routes. Prepare 4 monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear.

Inform scholars that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate"/"Reunion Gate" idea and reasons.

Prepare your parents-

- Confirm with parents that their Emergency Contact Form is up-to-date and explain the importance of the reunification procedures.
- Reassure parents that their children will be safe at school until they arrive.

EMERGENCY SUPPLIES AND EQUIPMENT

The school has basic emergency supplies and equipment in order to be as self-sufficient as possible during and after an emergency. Emergency kits have the following essentials and are in an accessible location in each of the classrooms and the Front Office:

- First aid supplies with instructions
- Flashlights/batteries x 2
- Portable AM/FM radio/batteries
- Emergency water supply
- Bathroom bucket containing privacy tarp
- Safety helmet
- Accountability form
- Scholar roster with parent/guardian phone numbers and medical notes for the child

Buildings and Portable Classroom Areas each have megaphones.

Other resources that may be added to the emergency supplies include emergency rations.

ESTABLISHING EMERGENCY COMMUNICATIONS SYSTEMS

During an emergency the Coordinator will:

- Contact 911
- Account for the safety of personnel and scholars
- Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, OES, fire department, and the community
- Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team
- Be prepared to make critical notifications during business hours and during after hour emergencies. Utilize the following sources for notifications:
 - “telephone trees”
 - “distribution” voicemail
 - email lists
 - webpage updates

Local Resource Numbers:

- Center for Disease Control (CDC) 800-232-4636
- San Bernardino County Fire Station #302 (760) 949-5506
- San Bernardino County Sheriff (760) 947-1500
- Desert Valley Hospital (760) 241-8000
- Victor Valley Hospital (760) 245-8691
- St. Mary’s Hospital (760) 242-2311
- Poison Control (800) 222-1222
- The Gas Company (800) 427-2200 or online at www.socalgas.com

- o Southern California Edison (800) 611-1911 or online at www.sce.com
- o Federal Emergency Management Assistance (800) 621-3362

Disaster Communications

During a disaster, clear, effective communication is absolutely necessary. The Emergency Coordinator (CEO) will provide prioritized emergency impact reports to the Emergency Response Team (school administration), for dissemination to the staff. The Emergency Coordinator serves as the central coordinator for deploying resources and information.

The flow of information in a disaster is shown below:

Staff and scholars
Response teams
Emergency Response Team (School administration)
Emergency Coordinator (CEO)
Community

REDUCING EXPOSURE TO RISKS AND HAZARDS

The following tips can prevent emergencies from happening and will certainly mitigate their effects when they do occur.

Fire Prevention

- Know the location of alarm stations and extinguishers. Know how to use them.
- Leave fire doors closed at all times
- Clear obstructed corridors, aisles and room exits
- Use only grounded electrical plugs
- Limit use of multiple outlets
- Do not use mechanical rooms or utility rooms for storage

Safety & Preparedness

- Maintain a clean work environment
- Inventory and label chemicals. Do not purchase excess quantities of chemicals
- Segregate incompatible chemicals. Keep flammables in flammable storage cabinets
- Investigate emergency power options
- Install seismic restraints on chemical storage shelves. Latch cabinet doors
- Anchor equipment, animal containers, and furniture. Avoid high storage of heavy items
- Do not store hazardous materials on mobile carts
- Dispose of chemical waste properly
- Fencing and gates in place surrounding the campus for scholar safety.

Before a Power Emergency

- Identify and prioritize vital power-dependent functions, operations, and equipment
- Determine whether you have emergency power outlets in your area. Plan to use them for priority functions only
- Determine if there is emergency lighting in your area. Keep flashlights available in work areas
- Do not overload power strips. Extension cords are for emergency use only.

Earthquake Preparedness

- Know how and where to take cover during an earthquake
- Anchor bookcases, cabinets, and files over 42 inches. Do not stack furniture
- Move tall furniture away from exits. Do not use tall furniture as room dividers
- Secure computers, equipment, and display cases. Store heavy items at floor level
- Back-up data and sensitive information, store duplicates off-site

Lockdown Preparedness

- Know the procedures to follow for lockdowns to include code words.
- Adults supervise scholars at all times and facilitate a calm, reassuring atmosphere.
- Communicate these important preparedness measures to scholars, faculty, staff, and volunteers.
- The school's level of readiness for an emergency situation depends not only on having an up-to-date plan document, but also on keeping the learning community aware of their personal responsibility for safety at LaVerne Elementary Preparatory Academy.

EMERGENCY RESPONSE OVERVIEW

Everyone in a school facility - scholars, faculty, staff, and visitors - must take appropriate and deliberate actions when an emergency strikes a building, a portion of the campus, or entire campus community. Decisive leadership is essential. Follow these important steps when there is an emergency:

- Confirm and evaluate conditions
- Report the incident immediately
- Follow instructions from emergency personnel precisely
- Depending on the nature and severity of the event, activate the Response Team
- Issue clear and consistent emergency notifications. Use all available communications tools
- If there is no power or telephone systems are not functioning, emergency communications will be profoundly restricted
- Use messengers, radios, cellular phones, fax and email
- Coordinate with community resources during major emergencies or disasters

When an emergency strikes the campus after normal business hours, or on weekends or holidays - or, if you are off-campus during a major emergency, obtain instructions from site administration. Reference your Team Wallet Card, located on page 68, for appropriate phone numbers.

If you are recalled to campus, be certain that your household safety is assured and that your route to campus is safe and functional.

EMERGENCY RESPONSE ACTIONS

The following are basic instructions for various emergency incidents:

Report emergencies to the site administration or designee. If there are life-threatening injuries or situations, call 911.

ACCIDENT:

- Call and report the emergency
- Administer first aid if you are trained to do so
- Do not attempt to move an injured person

FIRE:

- Call and report the emergency
- Activate nearest alarm
- Notify Supervisor and staff
- Feel doors for heat
- If cool, exit carefully and orderly
- If hot, do not open the door. Stay where you are
- If you see smoke, crouch near floor as you exit
- If you see fire, confine it by closing doors and windows
- Use extinguishers on small fires only if safe to do so
 - Pull the pin in the handle
 - Aim at the base of the fire
 - Squeeze nozzle
 - Sweep back and forth
- Evacuate
- Go to the pre-designated staging area

EARTHQUAKE - MINOR QUAKE (brief rolling motion):

- Take cover immediately under a desk, table, or chair
- Direct others around you
- If in a hallway stand against a corridor wall (cover head and neck)
- If outdoors move to an open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm
- Examine your area for damage/injuries
- Report damage/hazardous materials releases
- Await instructions

EARTHQUAKE - MAJOR QUAKE (violent shaking):

- Take cover immediately under a desk, table, or chair
- Direct others around you
- If in a hallway, stand against a corridor wall (cover head and neck)
- If outdoors, move to an open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm
- Report injuries and damage
- Evacuate carefully
- Take emergency supplies and ensure all scholars are with you
- Meet at designated area
- Do not enter buildings until they are examined
- Await instructions, be patient and calm, help others

POWER OUTAGE:

- Assess the extent of the outage in your area
- Help co-workers in darkened work areas move to safe locations
- Unplug personal computers, non-essential electrical equipment and appliances
- Open windows for additional light and ventilation
- If you are asked to evacuate, leave the building
- Release of personnel after an extended outage is determined by the emergency coordinator and only as scholar needs are met

EMERGENCY ACTION PLAN: RESPONSE TEAM

Name: _____ School: _____

Location: _____

Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.

911 TEAM

CALL 911. Explain emergency. Provide location.

Local EMS Number:

EMS Access Point:

Cross Streets:

Responder 1:

MEET AMBULANCE at EMS Access Point. Take the victim to the Access Point.

EMS Access Point:

Practices:

Events:

Cross Streets:

Responder 2:

CALL CONTACTS. Provide location and victim's name.

School Administrator:

Cell:

2nd School Administrator:

Cell:

CPR/AED TEAM

START CPR.

1. Position person on his/her back.
2. Put one hand on top of the other in the middle of the person's chest. Keeping arms straight, push hard and fast, (100 compressions/minute.) Let the chest completely recoil after each compression.
3. Take turns with other responders as needed.

Staff member:

Responder 1:

Responder 2:

WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.

1. Remove clothing from the chest.
2. Attach electrode pads as directed by voice prompts.
3. Stand clear while AED analyzes heart rhythm.
4. Keep the area clear if AED advises a shock.
5. Follow device prompts for further action.
6. After EMS takes over, give AED to the Administration or designee for data download.

AED TEAM

GET THE AED KIT.

Nearest AED:

Practices

Events

Responder 1:

IMPLEMENTING EVACUATION

These directions will help to make the process effective and safe for staff and scholars.

- Keep calm
- Evaluate the situation carefully
- Alert the Response Team to assist in the evacuation
- Use communications tools that are appropriate for the type of incident and the time of occurrence:
 - Alarms
 - Phone trees or voicemail broadcast
 - Messengers
- Communicate clearly and succinctly

“We have a(n) _____ emergency. Evacuate to your designated areas and take your belongings.”

Check offices, classrooms, restrooms, and the lunch room

Turn equipment off if possible

Take emergency supplies, class lists and staff roster, if possible

Keep exiting groups together

Account for personnel and scholars

WAIT AT THE EVACUATION AREA FOR FURTHER INSTRUCTIONS

PLANNING AHEAD FOR EVACUATIONS

When an earthquake is felt, duck, cover, and hold, then after the shaking stops, evacuate the building. After a building has been evacuated, occupants must wait for a safety inspection before re-entry.

Note that it may or may not be necessary to vacate the building during minor emergency incidents, or even during some major events. Occupants in the area may simply be directed to remain on-site and shut down systems, or they may be asked to move to other sectors of their building. In some events (such as extended power outages), evacuations are not necessary unless the incident has generated a hazardous materials incident or immediate health and safety risk. In limited emergencies, wait for evacuation instructions to be communicated through the Response Team.

PREPAREDNESS FOR BUILDING EVACUATIONS

- Review evacuation information and responsibilities with faculty, staff and scholars.
- Conduct evacuation drills regularly. Plan evacuation for faculty, staff and scholars with functional needs.
- Plan where to go during an evacuation and know the routes to get there.
- Building evacuees go to your assigned destination.
- Assigned destinations are safe outdoor areas where personnel meet to notify the Emergency Response Team or Emergency Coordinator of inaccurate scholar counts, injuries, and hazards as well as get emergency information and assistance.
- Know how to announce and implement evacuation

A sample script – We have a(n) _____ emergency. Evacuate to your assigned destination. Take your belongings.

Use your Emergency Response Team to assist the evacuation.

Know what to do next –

- Be prepared to account for personnel
- Be prepared to account for scholars
- Know how to obtain and disseminate emergency information and instructions

ON-CAMPUS EVACUATION/ASSEMBLY LOCATION

Maps showing evacuation routes are located in every room of the campus.

EARTHQUAKE & EVACUATION DRILL INSTRUCTIONS

Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real earthquake.

ACTUAL EARTHQUAKE: In the event of a real earthquake, your signal will be the beginning of shaking itself. (In the case of a drill, the signal to begin will be an emergency announcement that will continue for one minute, followed by an “all clear” announcement.)

The teacher or staff member present shouts the command “Earthquake! Drop, Cover, and Hold On!” Scholars should follow instructions as they have practiced during preparation. If an aftershock occurs while you are exiting, drop and cover until the shaking stops.

When the shaking has stopped (or when the all-clear announcement is made) **IMMEDIATELY** and before you exit your room, take ten seconds to look around, make a mental note of damage and dangers, check to see if any scholars are injured. If immediate help can be given to open the airway, stop serious bleeding, or put out a small fire, do so. Ask responsible scholars to assist those who may be lightly injured. Non-ambulatory injured persons should be transported with the class if staying would be dangerous, otherwise assure injured persons that help is on its way.

Take your classroom Emergency Bag (including your Emergency Folder). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).

In the event of a real disaster, leave your doors unlocked.

Use the **BUDDY SYSTEM**. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need. In the absence of a teaching assistant, be prepared to take the class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours are blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules- Don't Talk, Don't Push, Don't Run, Don't Turn Back. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting. Children should cover their heads with their bag or book.

Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If any scholars are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.

Completely fill out the **INJURED/MISSING STATUS REPORT FORM** (found on p.57) and return it to the Assembly Area Recorder for delivery to the Incident Command Center. If any scholars were present in class, but are now absent, please list those names below as well. If all scholars are accounted for- this step is not necessary.

If you are a member of a Search and Rescue Team proceed to the Incident Command Center. All personnel without a specific duty or class are to immediately report to the ICC for instructions. All support staff who do not have a class are to report immediately to the assembly area to assist with the supervision of scholars. Teachers are to remain with their class AT ALL TIMES. Scholars must remain seated together as a class throughout the duration of the drill. Periodically call roll as needed. Keep scholars quiet so that they can hear information from the public address or megaphone/bullhorn system which will be used for announcements. Children are to leave only in the company of Reunion gate messengers/staff. The ICC will provide updates and relieve staff of their assignments.

HOW TO ASSIST PEOPLE WITH DISABILITIES DURING AN EVACUATION

SB 323 – (Portantino) Comprehensive School Safety Plans: Individualized Safety Plans

This bill requires that the comprehensive school safety plans include adaptations consistent with the Individuals with Disability Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The safety plan is to be reviewed annually to ensure the safety plan includes appropriate adaptations for students with disabilities. The bill also authorizes any student, employee, or parent to bring concerns about an individual student's ability to access emergency measures described in the comprehensive school safety plan to the school administration. If there is a merit for concern, the administration is to direct the school safety committee to make appropriate modifications to the safety plan as part of the annual evaluation process. Any deliberations related to individual students with disabilities are subject to applicable state and federal laws regarding the privacy of student information.

To Alert Visually Impaired Persons

- Announce the type of emergency
- Offer your arm for guidance
- Tell the person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To Alert People with Hearing Limitations

- Turn lights on/off to gain person's attention, or
- Indicate directions with gestures, or
- Write a note with evacuation directions

To Evacuate People Using Crutches, Canes, Or Walkers

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site if possible, or
- Use a sturdy chair (or one with wheels) to move person, or
- Help carry individual to safety

To Evacuate People Using Wheelchairs

- Non-ambulatory persons' needs and preferences vary
- Individuals at ground floor locations may exit without help
- Others have minimal ability to move--lifting may be dangerous
- Some non-ambulatory persons have respiratory complications
- Remove them from smoke and vapors immediately
- Wheelchair users with electrical respirators get priority assistance

- Most wheelchairs are too heavy to take down stairs
- Consult with the person to determine best carry options
- Reunite the person with the chair as soon as it safe to do so

OTHER EMERGENCY SITUATIONS

Fire Sprinkler System

The building is equipped with fire sprinklers. These are designed to set off alarms as well as to notify the Fire Department.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify the Administration immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e., gender, speech patterns).

If there is a sighting of a suspicious object, the person would:

1. Notify the Administration immediately.
2. Do not touch the object but note any identifying features to describe it to the Administration and emergency crews.

In all cases:

- If Administration decides to evacuate, staff follows emergency procedures previously described.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- If you see any suspicious object, steer clear of it and report it to the Administration and the emergency crew chief. **DO NOT TOUCH OR DISTURB IT IN ANY WAY.** Follow all emergency crew and bomb squad directives.
- Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s)

Fire

1. Administrator(s), custodians and/or office personnel will determine the location of the fire.
2. Office personnel will phone 911, then pick up the emergency card binder and leave the building.
3. The health technician will pick up scholar medication and leave the building prepared to phone parents of any injured child.
4. The administrator or office personnel will sound the fire alarms. Staff will follow

emergency procedures previously described.

5. Scholars should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

At the first sign of a fire in your room or area:

1. Notify the Main Office so that they can call 9-1-1. Tell them the exact location of the fire and what is burning.
2. Extinguish small fires using the nearest fire extinguisher.
3. Close windows and doors. Evacuate the area and warn others.
4. Follow the procedures outlined in the "Fire Drill" area of the drill procedures.

If you suspect that the fire is outside of your room or area:

1. Feel the door. If it is hot, DO NOT OPEN IT.
2. Notify the Main Office so they can call 9-1-1.
3. If the door is not hot, open it cautiously – stand behind the door and be prepared to close it quickly.

In any event, do not try to put out a fire that appears out of control. Stay calm and exit the building safely.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, scholars may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, scholars should be held at school. The administration will assess the situation and make an announcement to A) evacuate, B) stay in classes or C) release scholars to go home.

See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Administration and/or custodian notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Administration and/or custodian notify Local Gas Company.
2. Administration and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Administration and/or custodian notify the water department.
2. Custodian shuts off water.
3. Administration and/or custodian notifies the police.
4. Administration determines if it is necessary to follow the emergency procedures on page 6 to evacuate scholars and staff.

Water Contamination

1. Instruct teachers to move scholars away from drinking fountains and sinks.
2. Notify the school office and LaVerne Elementary Preparatory Academy headquarters.
3. Have custodian turn *off* pressure to drinking fountains and sinks.

Chemical Spill/Incident

If Indoors:

1. Block or rope off area - DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify the school office and Head Custodian of the incident - contact 911 if necessary.
4. The Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city *office*) the administration will determine if scholars should be evacuated.
2. Move away from buildings, poles, and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

Explosion

If indoors:

1. Drop down to the floor, duck, and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms and hold to cover.
5. Hold the position until directed to exit the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles, and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. CEO and Administration will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Administration will notify teachers to keep scholars in their classrooms until informed otherwise.
4. Assigned person(s) will control and organize media.
5. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
6. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting scholars who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for scholars.

1. Administration shall respond to reported incidents of scholars expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated administrator, school counselor, or school psychologist including a review of risk factors.
3. Parents must be informed of the scholar's actions or expressions of intent.

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the scholars in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify the office of who is with you, if possible.
6. All scholars outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

Injury and Illness

1. Do not attempt to move the person.
2. Call the Main Office and request that personnel from the office come to the injured party.

RECOVERY AFTER AN EMERGENCY

Support Services and Assistance

After a major emergency or disaster, many people in our community will be distressed by personal and professional difficulties. It is likely that affected scholars, faculty and staff may need some scheduling flexibility or other temporary help in order to return to their customary activities. The following are only some of the resources available in our community:

School Resources

- Counseling services
- Special services

Documenting Emergency Outcomes

Once the safety and status of staff has been assured, and emergency conditions have abated, assemble staff in the restoration of the school's programs. The school's earlier work on defining critical mission-critical operations and staffing will be a starting point for the recovery process.

It will be important to begin a timely and comprehensive assessment of the emergency's physical and operational effects. Be aware that:

- The Emergency Coordinator and Response Team will need ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption.
- The school may need detailed facilities data for the area to estimate temporary space reallocation needs and strategies.

All of your documentation on emergency impacts should be coordinated with the Emergency Coordinator and the Response Team. The following forms provide formats for summarizing this crucial information.

- Take note that you should also plan to photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.
- It is very important that you record the emergency's physical effects before you clean your area or make repairs.

INJURED / MISSING STATUS REPORT FORM - BY ROOM

Return this form to the Assembly Area Team Recorder for IC after evacuation.

Teacher's Name: _____ Room: _____

Teacher's Assistant's Name: _____

Type(s) of Emergency (or Drill):

- Evacuate off-site
- Fire
- Earthquake
- Drop/Take Cover
- Lockdown
- Shelter in-place
- Clear
- Yard

All Persons Accounted for: Yes No

Missing or Unaccounted for:

- 1.
- 3.
- 2.
- 4.

Injured Persons:

- 1.
- 3.
- 2.
- 4.

Absent:

1.

2.

3.

4.

5.

.

Others not present (e.g., scholars who left early, sent elsewhere – WHERE?)

1.

3.

2.

4.

Additional scholars PRESENT and accounted for – NOT normally with you:

1.

2.

3.

4.

PERMIT FOR RELEASE OF CHILD

Directions: Parent/guardian/emergency contact to fill in both portions. Separate at dotted line.

BOTH HALVES SHOULD BEAR SCHOOL STAMP AND SIGNATURE OF PERSON AUTHORIZING RELEASE.

The bottom half is to be taken by school representative to the Emergency Assembly Area. Top portion to remain with parent and presented at the reunification gate.

Date: _____ Time: _____

I _____
(please print your name)

request the release of the scholar, _____
(please print name of scholar)

Signature: _____

Relation to scholar: _____

(Parent/Guardian/Emergency Contact to take this portion to Reunification Gate)

COPY OF PERMIT FOR RELEASE OF CHILD

Date: _____ Time: _____

I _____
(please print your name)

request the release of the scholar. _____
(please print name of scholar)

Signature: _____

Relation to scholar: _____

(This portion to be sent to Emergency Assembly Area)

School Safety Plan Team Procedures & Duties

Some staff members may serve on more than one team or in more than one capacity. In the event that a team member or coordinator is missing, other staff will be chosen to serve in that capacity. All Personnel without a specific duty or class are to immediately report to the ICC for instructions.

EMERGENCY COORDINATOR

CEO: Ms. Tarver

Responsibilities:

The Emergency Coordinator must be familiar with the school's programs and physical facilities, and should be a person with the management experience and financial authority to:

- Help implement the School Safety Plan.
- Collaborate with School Site Committee staff to develop and maintain the information in the Safe School Plan.
- Recruit a core "Emergency Preparedness Team".
- Arrange related staff safety education and training.
- Purchase emergency supplies and equipment.
- Be ready to support the staff during an emergency incident (and be called back to campus if necessary).
- Be ready to help prepare post-disaster impact summaries and insurance claims.
- Be prepared to deliver status reports and interface with the public resources and the media in the event of an emergency incident.
- Provide emergency supplies for scholars and staff to last for at least 72 hours.

The Emergency Coordinator serves as the central coordinator for deploying resources and information.

- Provide prioritized emergency impact reports to the Emergency Response Team for dissemination to the staff.
- Collect ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed resumption of business.
- Provide detailed facilities data for the area to estimate temporary space reallocation needs and strategies as needed.
- Submit necessary insurance and FEMA assistance claims. These will require extensive documentation of damaged facilities, lost equipment and resources, and special personnel expenses. Workers' Compensation claims may arise if there are injuries.
- Record the emergency's physical effects before you clean your area or make repairs.

SCHOOL SAFETY TEAM/EMERGENCY PREPAREDNESS TEAM

This team includes administrators, scholars, teachers, parents, classified staff, and other community members.

Responsibilities:

- Every year the School Safety Team must review our school's School Safety Plan.
- Ensure a School Emergency Evacuation Route map is posted in all rooms.
- Ensure Emergency Bags contain appropriate materials and that staff have them hanging prominently in classrooms, lunchroom, etc.
- Help create special duties schedule.
- Continue to develop and update procedures so that scholars, staff, parents, and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours.
 1. Designate individuals to lock the school building and/or grounds when not in use.

2. Train school staff members to maintain the security of the building when working during non- regular working hours (e.g., not propping doors open, re-securing the building after leaving).
3. Maintain a practice of locking doors that are not being regularly used, even during school hours.
4. Post signs requesting that visitors sign in at the main office.
5. Establish a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office.
6. Periodically test the security system according to the manufacturer or vendor instructions, to ensure it is functioning.
7. Create a dismissal plan and scholar pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent scholars from crossing traffic unnecessarily.

EMERGENCY RESPONSE TEAM

Administration

- Assist with evacuation.
- Coordinate with Coordinator (Executive Director), ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption.
- Photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.
- Coordinate with Coordinator to record the emergency's physical effects before you clean your area or make repairs.

The Incident Commander (IC):

School administration or their designee

Responsibilities:

The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. In the absence of the normal IC, anyone may assume the duties of the IC until someone more. The Incident Command Center (ICC) – The ICC will normally be located in the playground. If any conditions make this unsafe, a safe alternate location will be selected.

- Report to Incident Command Center
- Begin and end emergency response.
- Assess type and scope of emergency.
- Determine threat to human life and structures and need for outside assistance.
- Set up command post.
- Set up and coordinate emergency assignments as needed for:
 1. Accounting for all scholars and staff
 2. Communications Leader to coordinate:
 - Communications with District Office,
 - Internal Communications, and
 - External communications with media.
 3. Operations Leader to coordinate:
 - Campus security/Utilities Team,
 - First Aid/Crisis Team Leader,
 - Search & Rescue Team Coordinator, and
 - Fire suppression/Hazardous Materials.

- 4. Logistics Leader to coordinate:
 - Reunification Team at Request and Reunion Gates,
 - Support to Operations with Resources and Volunteers, and
 - Sanitation, Nutrition and Shelter.
- Direct Communications Team and initiate all official messages to district office, staff, scholars, and parents.

Communications Coordinator

Office Personnel

The Communications Team will assist Incident Commander with external and internal communications as needed. Report to the Incident Commander.

- Support Incident Commander by facilitating and delivering communications.
- Set-up public address system.
- Use cell phone short messages, walkie talkies, messengers and any other means needed to communicate on campus.
- Communicate between school, emergency services and district office as needed.
- Relay official communications from IC to staff and scholars in assembly area, and parents and public as needed.
- Contact 911.
- Account for the safety of personnel and scholars.
- Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, OES, fire department, and the community.
- Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team.
- Be prepared to make critical notifications during business hours and during after-hour emergencies. Utilize the following sources for notifications:
 - "Telephone trees"
 - "distribution" voicemail
 - email lists
 - webpage updates
- Initiate a code to alert staff of a potential suspicious intruder (animal or human).

9-1-1 Team

Staff member:

CALL 911. Explain emergency. Provide location.

Responder 1:

Meet ambulance at EMS Access Point. Take the victim to the Access Point.

Responder 2:

Call contacts. Provide location and victim's name.

EMERGENCY ASSEMBLE AREA TEAM

Responsibilities:

- Verify person picking up scholar after an emergency is one of the emergency contacts listed on the scholar's emergency card.
- Sign and stamp "Permit for Release of Child" form.

Assembly Area Recorder:

Responsibilities: Receive INJURED/MISSING STATUS REPORT FORMs and deliver to the Incident Command Center.

Team Leader:

1. Send INJURED / MISSING STATUS REPORT FORMS from teachers, that indicate there are injured or missing scholars to the ICC immediately.
2. Send all remaining INJURED / MISSING STATUS REPORT FORMS to ICC Attendance Accounting Team.
3. Report injuries and missing person to Incident Commander.
4. Communicate with Incident Command Center Attendance Accounting Team.
5. Keeps all doorways, hallways, and stairwells safe and clear.
6. Implement “buddy” system with neighboring teachers/staff.
7. Help runners locate scholars being picked up and direct them to the “Reunion Gate”.
8. Keep copy of Permit for Release of Child brought by runner.

First Aid Team

Responsibilities:

- Set up first aid area in a safe place.
- Secure first aid supplies.
- Triage for lifesaving: prioritize quick check to open airways, stop bleeding and treat shock.
- Coordinate with Search and Rescue Teams.
- Determine the need for emergency medical assistance.
- Administer first aid as needed.
- Keep a record of types of injuries and aid provided.
- Keep log of scholars dispatched for emergency medical assistance and that need follow-through and referrals.

CPR/AED Team

Responsibilities:

- Start CPR
- Get the AED kit
- When the AED arrives, turn it on and follow voice prompts.

Responder 1:

Responder 2:

Search and Rescue Team

Individuals with designated LSAR responsibilities are expected to assemble immediately just outside the ICC. The LSAR Coordinator will be given keys to the storage container with emergency equipment located at the front office.

Coordinator:

Responsibilities:

- Opens Emergency supplies Bin.
- Mobilizes Search and Rescue Teams.
- Maintains contact with Incident Command Center.
- Maintains list of fires discovered and status.
- Receives list of missing/unaccounted scholars.
- Checks with Search & Rescue Teams for missing scholars.

Team members: Search and Rescue Teams will do the following during the first 15-20 minutes after earthquake/disaster:

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.

Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance.

- Place an “X” with chalk on doors of empty rooms.
- Ensure everyone is out of the building(s).

- Escort people out of buildings in normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
- Place rescuer safety first. Use good judgment in each situation.
- Provide first aid on site, as long as you are not in danger.
- Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain.
- Locate and quickly move victims to a safe location.
- Record location of victim on Emergency Response Team Log.
- Report findings to Search & Rescue Team Coordinator.
- Report fires to Team Coordinator and put out small fires.

Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.

Other Staff:

1. Take roll and re-check scholars from time to time, reporting status to the Incident Command Center.
2. Supervise and reassure scholars throughout the duration of the emergency.
3. Conduct recreational and educational activities to maintain order and calm.
4. Provide water and snacks to help calm the scholars.

SPECIAL TEAMS

Traffic and Pedestrian Safety

Ensure through daily monitoring by designated staff that loading and unloading areas are "Curbside" and designated to minimize scholar proximity to moving vehicles and that these areas are readily accessible to scholars.

Coordinator Responsibilities:

- Create a team to implement procedures and monitoring of traffic and pedestrian processes.
- Ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- Develop a scholar drop-off and pick-up plan and distribute the plan to parents.
- Contact the local Police Department for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure scholar safety and minimize traffic congestion.
- Help prepare scholars for safe travel to and from school.
- Discuss and provide training about the following safety issues with scholars and parents, and distribute and post materials, as appropriate:
 1. Traffic and pedestrian safety
 2. Safe Routes to School
 3. Drop-off, pick-up, and parking procedures
 4. Exiting and entering a car
 5. Seat belt law use

Members:

Responsibilities:

- Monitor flow of traffic by pedestrians.
- Direct traffic, entrances and exits, as necessary.
- Assist parents and emergency personnel in getting to different locations during or after an emergency.
- Review, distribute and post "Back-to-School Safety Tips".
- Inform scholars, staff, and parents of designated "Safe Routes", scholar drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school.
- Report continuing traffic non-compliance problems to local enforcement agency.

In the event of emergency

1. IMMEDIATELY lock all external gates and doors – secure campus.
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the “Request Gate”.
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Command Center.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help to create shelter and sanitation teams as needed.

Reunification Team

Request Gate Staff:

Responsibilities:

1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on “Scholar Emergency Contact” Cards.
3. Locate child using Scholar Roster and identify location in Emergency Assembly Area.
4. Have parent/guardian fill out ‘Permit for Release of Child” form.
5. Send runner with copy of Permit for Release of child” form to emergency Assembly Area.
6. Direct parent/adult to “Reunion Gate” with original copy of “Permit for Release of Child” form.

Reunion Gate Staff:

Responsibilities:

1. Reunite scholar with designated adult collecting matching both copies of “Permit for Release of Child” form, and confirming adult identity with scholar.
2. Collect and file original “Permit for Release of Child” from parent/guardian.
3. In the case of discrepancies, request adult to return to Request Gate.

Mental Health Team

Members: School Psychology Team

Responsibilities:

- Coordinate with Executive Director tasks related to counseling staff, scholars and families as needed in response to emergency events including, but not limited to
 1. Suicide prevention
 2. Post emergency event counseling
- Provide psychological first aid and establish buddy system to support scholars or staff in need.
- Keep log of scholars dispatched for emergency medical assistance and that need follow-through and referrals.

Medical Assistant

Scholars are sent to the LaVerne Elementary Preparatory Academy Office for illness and/or injury assessment. Except in the event of an emergency, staff will provide scholars with an office pass notifying the office staff of the concern.

Staff:

Non-emergency Responsibilities:

1. Assessment of injury or illness
2. Treatment as appropriate
3. Contact of parent if appropriate
4. Notification of outcome to teacher
5. Incident/Accident Log

During an emergency:
Coordinate with the First Aid Team to perform responsibilities as needed.

EMERGENCY TEAM WALLET CARD

Emergency Contact Personnel:

Staff contact information is not accessible to the public.

LaVerne Elementary Preparatory Academy
9966 I Ave., Hesperia, CA 92345
(760) 948-4333

REPORT AN EMERGENCY

- Police, Fire, Ambulance 911
- Desert Valley Hospital 760-241-8000
- Victor Valley Hospital 760-245-8691
- St. Mary's Hospital 760-242-2311
- San Bernardino County Fire
 - Dispatch 909-356-3805
 - Station #302 (Olive St.) 760-949-5506
 - Division 5 Headquarters 760-947-8023
- San Bernardino County Sheriff 760-947-1500
- Public Health 800-782-4264
 - After Hours 800-472-2376
- Emergency Preparedness and Response 909-252-4406
- Emergency Information Line (Automated) 909-355-8800

HOTLINES

- Poison Control (800) 222-1222
- LISTEN TO KZXY (102.3 FM) for campus news bulletins

**SCHOOL SAFETY TEAMS
Responsibility Matrix**

Committee	EMERGENCY COORDINATOR		SCHOOL SAFETY TEAM/ EMERGENCY PREPAREDNESS TEAM
Person(s) Responsible	CEO: Ms. Tarver		This team includes administrators, scholars, teachers, parents, classified staff, other community members
Description	The Emergency Coordinator must be familiar with the school's programs and physical facilities, and should be a person with the management experience and financial authority to:	The Emergency Coordinator serves as the central coordinator for deploying resources and information.	The School Safety Team plans and implements the School Safety Plan.
Responsibilities	<p>Help implement the School Safety Plan.</p> <p>Collaborate with School Site Committee staff to develop and maintain the information in the School Safety Plan.</p> <p>Recruit a core "Emergency Preparedness Team".</p> <p>Arrange related staff safety education and training.</p> <p>Purchase emergency supplies and equipment.</p> <p>Be ready to support the staff during an emergency incident (and be called back to campus if necessary).</p> <p>Be ready to help prepare post-disaster impact summaries and insurance claims.</p> <p>Be prepared to deliver status reports and interface with the public</p>	<p>Provide prioritized emergency impact reports to the Emergency Response Team for dissemination to the staff.</p> <p>Collect ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption.</p> <p>Provide detailed facilities data for the area to estimate temporary space reallocation needs and strategies as needed.</p> <p>Submit necessary insurance and FEMA assistance claims and Workers' Compensation claims as needed.</p> <p>Record the emergency's physical effects before cleaning the area or making repairs.</p>	<p>Review the School Safety Plan yearly.</p> <p>Ensure a School Emergency Evacuation Route map is posted in all rooms.</p> <p>Ensure Emergency Bags contain appropriate materials and that staff have them hanging prominently in classrooms, lunchroom, etc.</p> <p>Help create special duties schedule.</p> <p>Continue to develop and update procedures so that scholars, staff, parents, and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours.</p> <ul style="list-style-type: none"> ● Designate individuals to lock the school building and/or grounds when not in use. ● Train school staff members to maintain the security of the building when working during non- regular working hours (e.g., not propping doors open, re-securing the building after leaving). ● Maintain a practice of locking doors that are not being used regularly, even during school hours. ● Post signs requesting that visitors sign in at the main office. ● Establish a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office. ● Periodically test the security system according to the manufacturer or vendor instructions, to ensure it is functioning. ● Create a dismissal plan and scholar pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent scholars from crossing traffic unnecessarily.

	resources and the media in the event of an emergency incident. Provide for emergency supplies for scholars and staff to last for at least 72 hours.		
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SCHOOL SAFETY TEAMS Responsibility Matrix			
Committee	EMERGENCY RESPONSE TEAM	EMERGENCY ASSEMBLY AREA TEAM	SPECIAL TEAMS
Person(s) Responsible	School Administration	Staff	Security personnel, proctors, School Psychology Team, Medical Assistant
Description	Responsible for directing emergency operations and shall observe and direct all operations in case of emergency.	Responsible for providing a safe, calm environment for staff and scholars.	Responsible for providing for additional emergency and non-emergency needs.
Sub-teams/ Responsibilities	<p>Assist with evacuation.</p> <p>Coordinate with Coordinator (CEO), ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption.</p> <p>Photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.</p> <p>Coordinate with Coordinator to record the emergency's physical effects before you clean your area or make repairs.</p> <p>The Incident Commander (IC) Responsibilities:</p> <ul style="list-style-type: none"> ● Report to Incident Command Center. ● Begin and end emergency response. ● Assess the type and scope of emergency. 	<p>Verify person picking up scholar after an emergency is one of the emergency contacts listed on the scholar's emergency card.</p> <p>Sign and stamp "Permit for Release of Child" form.</p> <p>Assembly Area Recorder: Staff: Responsibilities: Receive "Injured/missing Status Report Form(s)" and deliver to the Incident Command Center.</p> <p>Assembly Area Recorder: Responsibilities: Receive "Injured/missing Status Report Form(s)" and deliver to the Incident Command Center.</p> <p>Team Leader:</p> <ul style="list-style-type: none"> ● Send "Injured/missing Status Report Form(s)" from teachers, that indicate there are injured or missing scholars to the ICC immediately. 	<p>Traffic and pedestrian safety Ensure through daily monitoring by designated staff that loading and unloading areas are "Curbside" and designated to minimize scholar proximity to moving vehicles and that these areas are readily accessible to scholars. Responsibilities:</p> <ul style="list-style-type: none"> ● Create a team to implement procedures and monitoring of traffic and pedestrian process. ● Ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school. ● Develop a scholar drop-off and pick-up plan and distribute the plan to parents. ● Contact the local Police Department for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure scholar safety and minimize traffic congestion. <p>Mental Health Team Members:</p>

	<ul style="list-style-type: none"> ● Determine threat to human life and structures and need for outside assistance. ● Set up command post. ● Set up and coordinate emergency assignments as needed for: <ul style="list-style-type: none"> a. Accounting for all scholars and staff. b. Communications Leader to coordinate: <ul style="list-style-type: none"> ● Communications with District Office, ● Internal Communications, and ● External communications with media. c. Operations Leader to coordinate: <i>Emergency Response Team continued</i> <ul style="list-style-type: none"> ● Campus security/Utilities Team, ● First Aid/Crisis Team Leader, ● Search & Rescue Team Coordinator, and ● Fire suppression/Hazardous Materials. d. Logistics Leader to coordinate: <ul style="list-style-type: none"> ● Reunification Team at Request and Reunion Gates, ● Support to Operations with Resources and Volunteers, and ● Sanitation, Nutrition and Shelter. ● Direct Communications Team and initiate all official messages to district office, staff, scholars, and parents. <p>Communications Coordinator Office Personnel: The Communications Team will assist Incident Commander with external and internal communications as needed.</p> <ul style="list-style-type: none"> ● Report to the Incident Commander. ● Support Incident Commander by facilitating and delivering communications. ● Set-up public address system. 	<ul style="list-style-type: none"> ● Send all remaining “Injured/missing Status Report Form(s)” to ICC Attendance Accounting Team. ● Report injuries and missing person to Incident Commander. ● Communicate with Incident Command Center Attendance Accounting Team. ● Keeps all doorways, hallways, and stairwells safe and clear. ● Implement “buddy” system with neighboring teachers/staff. ● Help runners locate scholars being picked up and direct them to the “Reunion Gate”. ● Keep copy of Permit for Release of Child brought by runner. <p><i>Assembly Area Team continued</i></p> <p>Other Staff:</p> <ul style="list-style-type: none"> ● Take roll and re-check scholars from time to time, reporting status to the Incident Command Center. ● Supervise and reassure scholars throughout the duration of the emergency. ● Conduct recreational and educational activities to maintain order and calm. ● Provide water and snacks to help calm the scholars. <p>First Aid Team Members: Responsibilities:</p> <ul style="list-style-type: none"> ● Set up first aid area in a safe place. ● Secure first aid supplies. ● Triage for lifesaving: prioritizing quick check to open airways, stop bleeding and treat shock. ● Coordinate with Search and Rescue Teams. ● Determine need for emergency medical assistance. ● Administer first aid as needed. 	<p>Responsibilities:</p> <ul style="list-style-type: none"> ● Coordinate with Executive Director tasks related to counseling staff, scholars and families as needed in response to emergency events including, but not limited to <ol style="list-style-type: none"> 1. Suicide prevention 2. Post emergency event counseling ● Provide psychological first aid and establish buddy system to support scholars or staff in need. <p><i>Special Teams continued</i></p> <ul style="list-style-type: none"> ● Keep log of scholars dispatched for emergency medical assistance and that need follow-through and referrals. <p>Medical Assistant Staff: Non-emergency Responsibilities:</p> <ol style="list-style-type: none"> 1. Assessment of injury or illness 2. Treatment as appropriate 3. Contact of parent if appropriate 4. Notification of outcome to teacher 5. Incident/Accident Log <p>During an emergency: Coordinate with the First Aid Team to perform responsibilities as needed.</p>
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	<ul style="list-style-type: none"> ● Use cell phone short messages, walkie talkies, messengers, and any other means to communicate on campus. ● Communicate between school, emergency services and district office as needed. ● Relay official communications from IC to staff and scholars in assembly area, and parents and public as needed. ● Account for the safety of personnel and scholars ● Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, OES, fire department, and the community. ● Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team. <ul style="list-style-type: none"> ○ Be prepared to make critical notifications during business. <p><i>Emergency Response Team continued</i></p> <p>hours and during after hour emergencies. Utilize designated sources for notifications.</p> <ul style="list-style-type: none"> ● Initiate a code to alert staff of a potential suspicious intruder (animal or human). ● Contact 911 <p>9-1-1 Team Staff member: Communications Coordinator CALL 911. Explain emergency. Provide location.</p> <p>Responder 1: Meet ambulance at EMS Access Point. Take the victim to the Access Point.</p> <p>Responder 2: Call contacts. Provide location and victim's name.</p> <p>Search and Rescue Team: Individuals with designated LSAR responsibilities are expected to assemble immediately, just outside the ICC. The LSAR Coordinator will be given keys to the storage container with</p>	<ul style="list-style-type: none"> ● Keep record of types of injuries and aid provided. ● Keep log of scholars dispatched for emergency medical assistance and that need follow-through and referrals. <p>CPR/AED Team Staff member: Responsibilities:</p> <ul style="list-style-type: none"> ● Start CPR ● Get the AED kit ● When AED arrives, turn it on and follow voice prompts. <p>Responder 1: Responder 2:</p> <p>Reunification Team Request Gate Staff: Responsibilities:</p> <ul style="list-style-type: none"> ● Greet and direct parents/guardians through the Request process. ● Request identification and verify authorization on "Scholar Emergency Contact" Cards. <p><i>Assembly Area Team continued</i></p> <ul style="list-style-type: none"> ● Locate child using Scholar Roster and identify location in Emergency Assembly Area. ● Have parent/guardian fill out 'Permit for Release of Child" form. ● Send runner with copy of Permit for Release of child" form to emergency Assembly Area. ● Direct parent/adult to "Reunion Gate" with original copy of "Permit for Release of Child" form. <p>Reunion Gate Staff: Responsibilities:</p> <ul style="list-style-type: none"> ● Reunite scholar with designated adult collecting matching both copies of "Permit for Release of Child" form and confirming adult identity with scholar. 	
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	<p>emergency equipment located at the front office. Coordinator: Responsibilities:</p> <ul style="list-style-type: none"> ● Opens Emergency supplies Bin. ● Mobilizes Search and Rescue Teams. ● Maintains contact with Incident Command Center. ● Maintains list of fires discovered and status. ● Receives list of missing/unaccounted scholars. ● Checks with Search & Rescue Teams for missing scholars. <p>Team members: Responsibilities: Search and Rescue Teams will do the following during the first 15-20 minutes after an earthquake/disaster:</p> <p>1.3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support. Emergency Response Team continued</p> <ul style="list-style-type: none"> ● Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance. ● Place an "X" with chalk on doors of empty rooms. ● Ensure everyone is out of the building(s). Escort people out of building in a normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area. ● Place rescuer safety first. Use good judgment in each situation. ● Provide first aid on site, as long as you are not in danger. ● Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain. ● Locate and quickly move victims to a safe location. ● Record location of victim on Emergency Response Team Log. 	<ul style="list-style-type: none"> ● Collect and file original "Permit for Release of Child" from parent/guardian. ● In the case of discrepancies, request adult to return to Request Gate. 	
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	<ul style="list-style-type: none">• Report findings to Search & Rescue Team Coordinator.• Report fires to Team Coordinator and put out small fires. <p>Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.</p>		
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Some staff members may serve on more than one team or in more than one capacity. In the event that a team member or coordinator is missing, other staff will be chosen to serve in that capacity.

EVACUATION MAPS

Evacuation maps are posted in every room on campus.



LaVerne Elementary Preparatory Academy

Immigration Enforcement Policy 2026-1

LaVerne Elementary Preparatory Academy (LEPA)
9966 I Avenue Hesperia, CA 92345 (Lower Campus), 760-948-4333
16955 Lemon St, Hesperia, CA 92345 (Upper Campus), 760-956-7733
<https://lepacademy.com>

Adopted by LEPA's Governing Board (the Board) on February 20, 2026

Responding to On-Campus Immigration Enforcement

As early as possible, LaVerne Elementary Preparatory Academy (LEPA) personnel shall notify the school Chief Executive Officer (CEO) or designee of any request by an immigration or law-enforcement officer seeking access to the school site or any scholar to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, Charter School personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the CEO
2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the CEO.

If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:

- **An ICE (Immigration and Customs Enforcement) administrative warrant:** Charter School personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel or other designated agency official.
- **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult with the

Charter School's legal counsel or designated administrator before providing the officer/agent access to the person or materials specified in the warrant.

- **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

After the encounter with the immigration officer, Charter School personnel shall promptly take written notes of all interactions with the officer. The Charter School personnel shall provide notes, and associated documents collected, of the interaction to the Charter School's legal counsel or designated administrator. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s). The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Parental Notification

Before a scholar can be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, Charter School personnel must receive consent from the scholar's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or presents a valid, effective court order.

Charter School personnel must immediately notify the scholar's parents or guardians if a law-enforcement officer or employee of an agency requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

Training

LEPA will establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. The Charter School will designate an employee to facilitate training programs for staff, help provide non-legal advice to families and assist in communications with the Charter School and other stakeholders in local and state government.



LaVerne Elementary Preparatory Academy

Immigration Enforcement Policy Related to the Detention or Deportation of a Scholar's Family Member 2026-2

LaVerne Elementary Preparatory Academy (LEPA)
9966 I Avenue Hesperia, CA 92345 (Lower Campus), 760-948-4333
16955 Lemon St, Hesperia, CA 92345 (Upper Campus), 760-956-7733
<https://lepacademy.com>

Adopted by LEPA's Governing Board (the Board) on February 20, 2026

Responding to the Detention or Deportation of a Scholar's Family Member

LaVerne Elementary Preparatory Academy (LEPA) shall encourage families and scholars to be prepared in the event that a family member is detained or deported. LEPA shall encourage families and scholars to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, lists of allergies, etc.

LEPA shall permit scholars and families to update scholars' emergency contact information as needed throughout the school year and to provide alternative contacts if no parent or guardian is available.

- LEPA shall ensure that families may include the contact information of an identified trusted adult guardian as a secondary emergency contact in the event a scholar's parent or guardian is ever detained.
- LEPA shall communicate to families that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The scholar's emergency card contact information is the information that shall be used in the event a scholar's parent or guardian is detained or deported by federal immigration authorities and the student must be released to an adult(s) designated on that card. Alternately, LEPA shall release the scholar into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the scholar. LEPA shall only contact Child Protective Services if school staff are unsuccessful in arranging for timely care through the emergency contact information that the School has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov



LAVERNE ELEMENTARY PREPARATORY ACADEMY

STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

LaVerne Elementary Preparatory Academy (LEPA)
16955 Lemon St, Hesperia, CA 92345 (Upper Campus), 760-956-7733
<https://lepacademy.com>

Adopted by LEPA's Governing Board (the Board) on February 20, 2026

LaVerne Elementary Preparatory Academy (LEPA) is committed to promoting academic success, safety, and overall well-being of all scholars. Recognizing that behavioral health is an essential component of student learning and development, LEPA will implement standardized protocols for student behavioral health referrals, which protocols have been developed in consultation with School and community stakeholders and School-linked behavioral health professionals.

Addressing the Needs of High-Risk Groups

LEPA recognizes the importance of ensuring equitable access to behavioral health supports for all scholars. This includes addressing the needs of high-risk student groups, including, but limited to the following:

- Scholars with disabilities, mental illness, or substance use disorders
- Foster youth and youth placed in out-of-home settings
- Homeless youth
- Scholars experiencing bereavement or loss of a close family member or friend
- Scholars for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse
- Lesbian, gay, bisexual, transgender, or questioning scholars

LEPA staff who oversee the mental and behavioral health needs of scholars is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP and 504), Foster Youth Liaison, Homeless Liaison, and School administrators. School leadership may also identify additional student groups, in its discretion, such as English learners or recently immigrated scholars, if local data or partner input show increased behavioral health risks.

Student Privacy

LEPA complies with the variety of federal and state student data privacy laws and regulations in connection with this policy on referral protocols for addressing student behavioral health concerns and in implementing this policy.

Referral Protocols and Procedures

The following referral protocols and procedures to behavioral health professionals and support services will be followed by LEPA

Needs Assessment

The Chief Executive Officer (CEO), or designee, shall conduct an annual needs assessment to identify behavioral health trends, review available resources, and detect service gaps within LEPA's community.

LEPA will review referral volume, response times, and outcomes on a quarterly basis and submit the findings to the School's board of directors for continuous improvement.

Capacity Building

LEPA shall provide professional development on referral pathways and staff roles, clarify responsibilities among certificated and classified staff and maintain partnerships with school-lined behavioral health professionals and community providers.

Planning

The CEO, or designee, shall define referral pathways for crisis and non-crisis concerns, establish goals and assign responsible roles for each step in the referral process and enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

Implementation

LEPA shall establish step-by-step procedures to initiate referrals, document concerns, notify parents/guardians consistent with law, triage level of need, link scholars to appropriate services and schedule follow-up checks.

Evaluation and Continuous Improvement

LEPA shall conduct an annual evaluation of referral protocols that includes data collection and analysis, input from staff, families and community stakeholders, and targeted improvements based on results. Evaluation monitors outcomes such as median time to first contact, percentage of follow-ups completed within ten school days, referral closure rates and results for the student groups identified in Education Code section 49428.2(b)(3).

A summary of results is reported to the Board of Directors annually to support transparency and continuous improvement.

Training

LEPA shall ensure that teachers of scholars in grades 7–8 receive training on student behavioral health. Training materials approved by LEPA shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer scholars and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

This training must be given to 100 percent of certificated employees and 40 percent of classified employees who have direct contact with scholars in grades 7 to 8 at least once by July 1, 2029.

Authorization and Scope of Practice

In order to ensure that all school employees act only within the authorization or scope of their credential or license, LEPA shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer scholars to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with Education Code sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging LEPA employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

**SCHOOL SAFETY PLAN
SIGNATURE FORM**

I, _____, do hereby certify that I have
Print Name

completed the Comprehensive School Safety Plan Training for LAVERNE
ELEMENTARY PREPARATORY ACADEMY and have received a copy of the Plan. I
also understand that it is my responsibility to know and act in accordance with the
Comprehensive School Safety Plan.

Employee Signature

Date