



# **Albert Einstein Academies Comprehensive School Safety Plan**

Dr. David Sciarretta, Superintendent

## **AEACES (TK-5)**

Jorge Mora, Principal  
3035 Ash Street, San Diego, CA 92102  
(619) 795-1190  
jmora@aeacs.org

## **AEACMS (6-8)**

Dr. Jose Diaz, Principal  
458 26th Street, San Diego, CA 92102  
(619) 780-0400  
jdiaz@aeacs.org

A meeting for public input was held on February 5, 2026

Plan approved by AEA Board of Trustees on February 10, 2026

This document is available for public inspection during regular business hours at 3035 Ash Street, San Diego, CA 92102

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Albert Einstein Academy Charter Elementary School**

**Comprehensive School Safety Plan - Signature Page  
2026-27**

The undersigned members of the Albert Einstein Academies certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

---

Dr. David Sciarretta, Superintendent

Date

---

Jorge Mora, Principal (Elementary)

Date

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Dr. Jose Diaz, Principal (Middle)

Date

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Maria Ortega, President (AEA Board of Trustees)

Date

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Cathy Montes, Operations Manager (AEA)

Date

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(Name), (San Diego Police Department)

Date

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(Name), (Fire Department – *Optional but Encouraged*)

Date

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# A. Child Abuse Reporting Procedures

Albert Einstein Academies employees are required to complete mandated reporter training annually using the online training module provided by the State Department of Social Services. The School Personnel training satisfies the requirements of AB 1432. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is 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 that imprisonment and fine. All employees must provide proof of completing the training to the AEA Human Resources Department within the 45 days of each school year and within the first 45 days of that employee's employment.

California law defines child abuse as any of the following:

- A child is physically injured by other than accidental means.
- A child is subjected to willful cruelty or unjustifiable punishment.
- A child is abused or exploited sexually.
- A child is neglected by a parent or caretaker who fails to provide adequate food, clothing, shelter, medical care or supervision.

**If you suspect that a child has been, or is in danger of, abuse or neglect contact the San Diego County Child Protective Services Child Abuse Hotline at (858) 560-2191 or (800) 344-6000. You may also contact the San Diego Police Child Abuse Department at (619) 531-2260.**

When a referral is received, the social service staff obtains facts from the person making the referral to determine if the referral alleges abuse, neglect, or exploitation. The Emergency Response staff determines if an in-person response is indicated. Whenever a report indicates the need for protection, Child Protective Services will:

- Accept the case
- Intervene in the crisis, if required
- Apply Family Preservation and Support Services for some families
- Assess or identify problems, gather facts and clarify the problems
- Plan and provide services, set goals, identify resources and timeframes
- Document the case
- Terminate the case or transfer it to another program

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE			
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE					TELEPHONE ( )			
<b>C. VICTIM</b>  One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK		
	VICTIM'S SIBLINGS		VICTIM'S PARENTS/GUARDIANS					
1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY						
2. _____		4. _____						
<b>D. INVOLVED PARTIES</b>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
ADDRESS			Street	City	Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION								
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
  - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
  - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
  - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
  - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

**Albert Einstein Academies  
3035 Ash Street (AEACES)  
458 26th Street (AEACMS)  
San Diego, CA 92102  
(619) 795-1190  
(619) 780-0400**

## **B. Administrator's Redbook**



**Adapted from San Diego East Region  
Readiness & Emergency Management for Schools  
& Marin County Schools Model Emergency Management Plan**

# Section 1: Administrator's Redbook



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# Albert Einstein Academies Comprehensive School Safety Plan

## OATH OR AFFIRMATION

### **Albert Einstein Academies - Administrative Regulation 4112.3**

All public employees are disaster service workers. As such, before beginning employment with AEA, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies that result in conditions of disaster or extreme peril to life, property and resources, all AEA employees are subject to disaster service activities as assigned to them by their supervisors.

### **Government Code – 3100**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in the protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

## USE OF SCHOOL FACILITIES

The AEA Board of Trustees shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

**2026-27**  
**Albert Einstein Academies**  
**EMERGENCY PLAN**

<p><b>AEA Board of Trustees</b></p> <p>Maria Ortega, President          Christiana Gauger, Vice-President          Christopher Beesley, Treasurer          Kristin Rebien, Secretary          Beverly Hayes, Member          Felicia Singleton, Member</p>
--

**KEY LEA EMERGENCY PHONE NUMBERS**

POSITION/LOCATION	NAME	OFFICE PHONE	CELL PHONE
Superintendent	Dr. David Sciarretta	619-209-9753	619-209-9753
Principal (Elementary)	Jorge Mora	619-795-1190	619-508-0432
Assistant Principal (Elementary)	Michelle Guarino	619-795-1190	619-507-7170
Principal (Middle)	Dr. Jose Diaz	619-780-0400	858-902-2096
Assistant Principal (Middle)	Matt Vozzolo	619-780-0400	860-878-2423
Special Education Coordinator	Anna Klin	619-980-1782	619-980-1782

**ADDITIONAL KEY LEA PHONE NUMBERS**

POSITION	NAME	OFFICE PHONE	CELL PHONE
Director of Business Services	Brad Baquial	858-699-0795	858-699-0795
Operations Manager	Cathy Montes	619-279-1957	619-279-1957
School Psychologist (AEACES)	Andy Kim	619-795-1190 x2133	310-953-5872
School Psychologist (AEACMS)	Stephanie Kennedy	619-780-0400 x3301	619-770-9641
Nutrition Services	Barbara Lewis	619-279-1190 x2230	619-961-5705
AEA Community Hotline	AEA Community Hotline	support@aeacs.org	858-859-1550

## LOCAL EMERGENCY TELEPHONE NUMBERS

<b>EMERGENCY</b>		<b>911</b>
<b>LAW ENFORCEMENT</b>		<b>Phone</b>
San Diego Police Department (non-emergency)		619-531-2000
San Diego County Sheriff (non-emergency)		858-565-5200
San Diego Unified School LEA School Site Police		619-291-7678
<b>FIRE</b>		<b>Phone</b>
San Diego Fire Department (non-emergency)		858-573-1497
<b>HOSPITALS</b>	<b>Address</b>	<b>Phone</b>
Scripps Mercy Hospital	4077 Fifth Ave, San Diego, CA 92103	619-294-8111
UCSD Medical Center	200 W. Arbor Dr, San Diego, CA 92103	858-657-7000
Sharp Urgent Care	300 Fir St, San Diego, CA 92101	619-446-1575
Rady Children's Hospital	3020 Children's Way, San Diego, CA 92123	858-576-1700
<b>OTHER SERVICES</b>		
Animal Control		619-299-7012
Poison Control		800-222-1222
S.D. County Environmental Health		858-565-5173
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human Services		619-441-6500
S.D. County Office of Education		858-292-3500
S.D. County Office of Emergency Services		858-565-3490
San Diego Gas and Electric (SDG&E)		800-611-7343
Sewer		619-515-3525
Water		619-515-3525
COX		619-262-1122

## **STAFF PHONE LIST**

*This information will be used only during a school emergency*

**Full name**

**Phone Number**

Aboite Rangel, Clemente

Aboite, Stephanie

Aguirre, Karin A

Alibhai, Fatema

Allen, Matthew J

Alvarado A, Carlos A

Alvarez, Cindy

Amansec, Isabella Majorleena

Anderson, Laura K

Arce, Alejandro

Ayala, Mackenzie R

Baquial, Bradley

Begemann, Boris C

Beha, Andrea

Bencomo, Estephanie

Bishop, Lennox E

Black, Moray

Black, Naechia

Blackman, Johanna T

Brown, Lara

Burris, Angela

Calzadilla, Pedro M

Campion, Brigida

Capra, Hannah

Carignan, Veronica L

Carrasco, Yissel V

Clanton, Kelly M

Comerford, Kadee B

Corona, Briana

Costa, Manuel E

Cota, Francisco

Cowell, Jordan R

Crim, Megan H

Cross, Eric C

Crossen, Nina H

Cuevas Hernandez, Brenda

Cuevas Hernandez, Mercedes

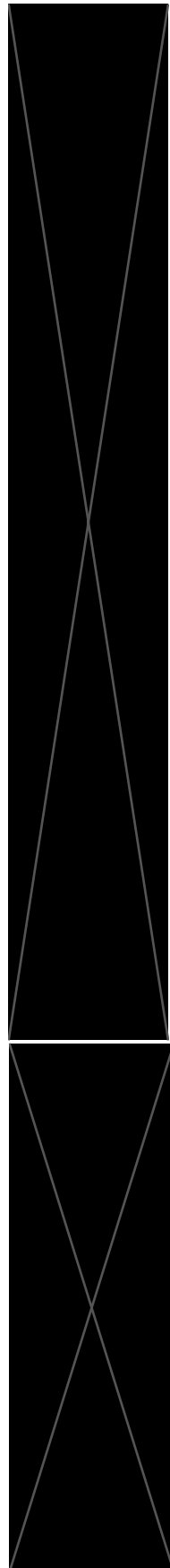
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Davis, Jermaine M

De La Roche, Kenya

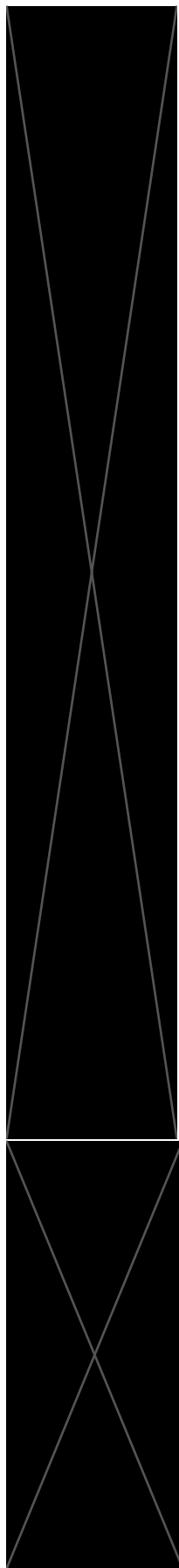
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Diaz, Jose A

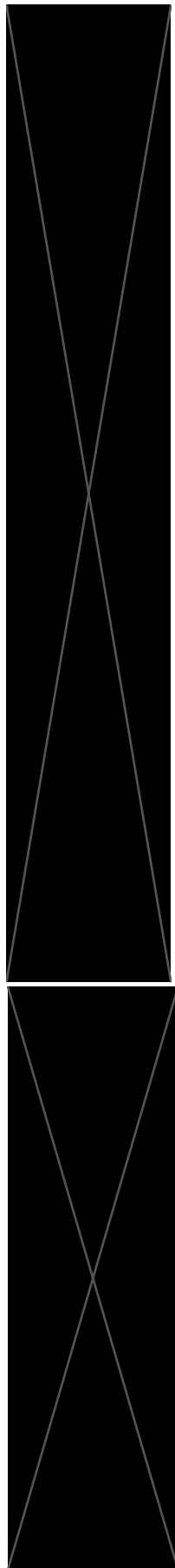


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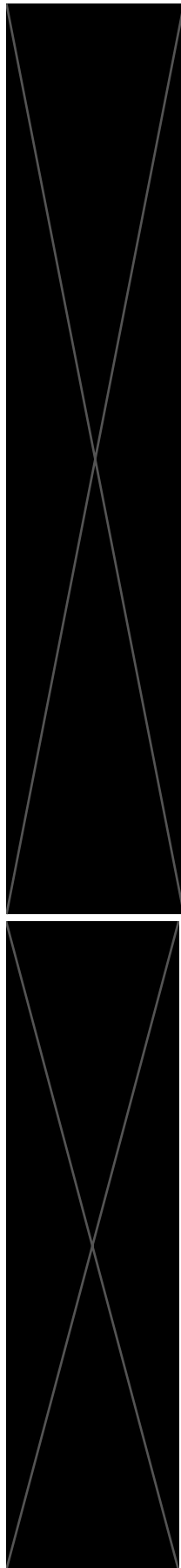
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Eagling, Brandi  
Enciso Castro, Cynthia  
Evangelista, Andrea M  
Ferragut, Fernanda  
Filizetti, Jason  
Findlay, Mary Allegra  
Flores Vargas, Cassandra  
Flores, Eva D  
Flores, Johana  
Flores, Valeria  
Franklin, Michelle L  
GALO, GRACIELA B  
Goldman, Katrin M  
Gomez, Lauren  
Gonzalez, Rita  
Gray, Amy B  
Green, Sarah  
Guarino, Michelle R  
Gullans, Rebecca N  
Hanness, Maya L  
Haugum-Diego, Tianna  
Heffley, Alexandra  
Heidick, Hailee A  
Heinzelmann, Mary Shannon  
Hernandez, Edith  
Hernandez, Juan Abel  
Herrera, Cynthia  
Hill, Ruth M  
Holmes, Kaleah  
Holt, Veronica E  
Huerta, Silvia L  
Huschke, Martin H  
Johnson, Nicole  
Joiner, Jade  
Juarez, Jazmin  
Kaeser, Beth  
Kennedy, Stephanie M  
Kim, Andy J  
Kim, Desiree  
Klein, Travis



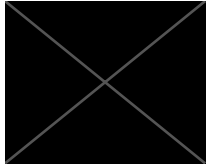
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Kuscu, Nurten  
Landon, Dylan  
Ledesma, Mariam G  
Lewis, Barbara  
LIOTTA, DEVIN  
Lizarraga, Itzel Perez  
Lopez, Bianca D  
Lopez, Juanita C  
Lopez, Mariana  
Lorentz, Rachelle  
Lorenz, Claudia A  
Madl, Nicola J  
Magallanes, Bianca S  
Manis, Stephanie A  
Maravic, Jillian  
Martinez Banuelos, Anali G  
McCreary, Jo'el A  
McCreary, Ray  
Milian, Karen M  
Molina Assali, Fernanda L  
Montes, Julie Cathy  
Monteverdi, Hana J  
Moore, Norris  
Morales, Karina  
Morales, Maria  
Morales, Sandra Y  
Morgan, Gina M  
Morse, Stasha L  
Mota, Jazzmine  
Musto, Katerina  
Nassif, Brian A  
Norman, Alexandria M  
Odell, Andrea M  
Oliver, Carlos  
Orcutt, Hannah V  
Ordonez, Ariana M  
Ortiz Jr, Salvador  
Perez, Nayeli G  
Peterschmidt, Thomas J  
Powdrell, Griffin  
Powell, Shawn E  
Raedle, Gerda M



Ramsey, Drew  
Reyes, Andrea  
Rodriguez Franco, Alma  
Rodriguez, Benedette  
Rohrbacher, April L  
Rojas-Benitez, Karelly G  
Romero, Stephanie  
Rosario Lazaro, Jessica I  
Rosemond, Anahy  
Saba, Adam  
Samuel, Amy C  
Sanchez, Alexandra  
Sandys, Carolyn A  
Santisteban, Laura  
Schmengler-Saba, Sandra  
Schober, Kelly  
Schueler, Alan  
Sciarretta, David V  
Smith-Moseley, Molly A  
Solorio, Monica A  
Spirakes, Dayna M  
STAUDINGER, ALYSSA M  
Storniolo, Peter V  
Suarez-Alba, Evangelina  
Talaro, Akira  
Teixeira Bessa, Joao Lucas  
Thompson, Danielle  
Tollison, Andrea E  
Tumlinson, Crystal  
Valdez, Carol  
Valencia, Perla  
Valente Galeana, Kenia  
Van Doren, Natalie  
Vazquez, Dorothy  
Vieyra, Carina  
Viswanathan, Abhinaya  
Vo, Hoa H  
Von Nyssen, Stephanie C  
Vozzolo, Matthew  
Warr, Merlin M  
Weas, Rosalie A  
Wentling, Lorena  
Wickner Romero, Janina



Williams Logan, Tanaya N  
Wilson, Gregory  
Wilson, Karina R  
Yamaguchi, Jessica



## SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, please refer to the following communication procedures set in place:

<b>9-1-1 Calls</b>	<ol style="list-style-type: none"> <li><b>1) When placing a 911 call: give your name, school name, and school address:</b> <ol style="list-style-type: none"> <li>a) AEACES - 3035 Ash Street, San Diego, CA 92102</li> <li>b) AEACMS - 458 26th Street, San Diego, CA 92102</li> </ol> </li>   <li><b>2) Give specific details and location of the emergency (such as injury, fire, intruder, shooter, hazardous material or other emergency)</b></li>   <li><b>3) Indicate location of incident command post</b> <ol style="list-style-type: none"> <li>a) AEACES - Lower playground blacktop</li> <li>b) AEACMS - Grant Hill Park (across from school)</li> </ol> </li> </ol>
<b>Mass Notification to Parents</b>	<p><b><u>During an emergency:</u></b>            In the event of an emergency during school hours, information will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.</p> <hr/> <p><b><u>After an emergency:</u></b>            Detailed emergency information after an event will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.</p>

## **CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL**

### **PLAN FOR LOSS OF COMMUNICATION:**

**If no telephone service:**

Emergency information will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.
--

Personal cell phones can be utilized to connect to first responders, administration and safety teams.
---

**If no Internet service:**

Remote internet hotspots will be utilized to connect computer devices to relay emergency information to the AEA Community.
--

Cell Phone hotspots will also be utilized to relay emergency information.
---

### **PLAN FOR LOSS OF ELECTRICITY:**

**List loss of services in the event of an electrical outage:**

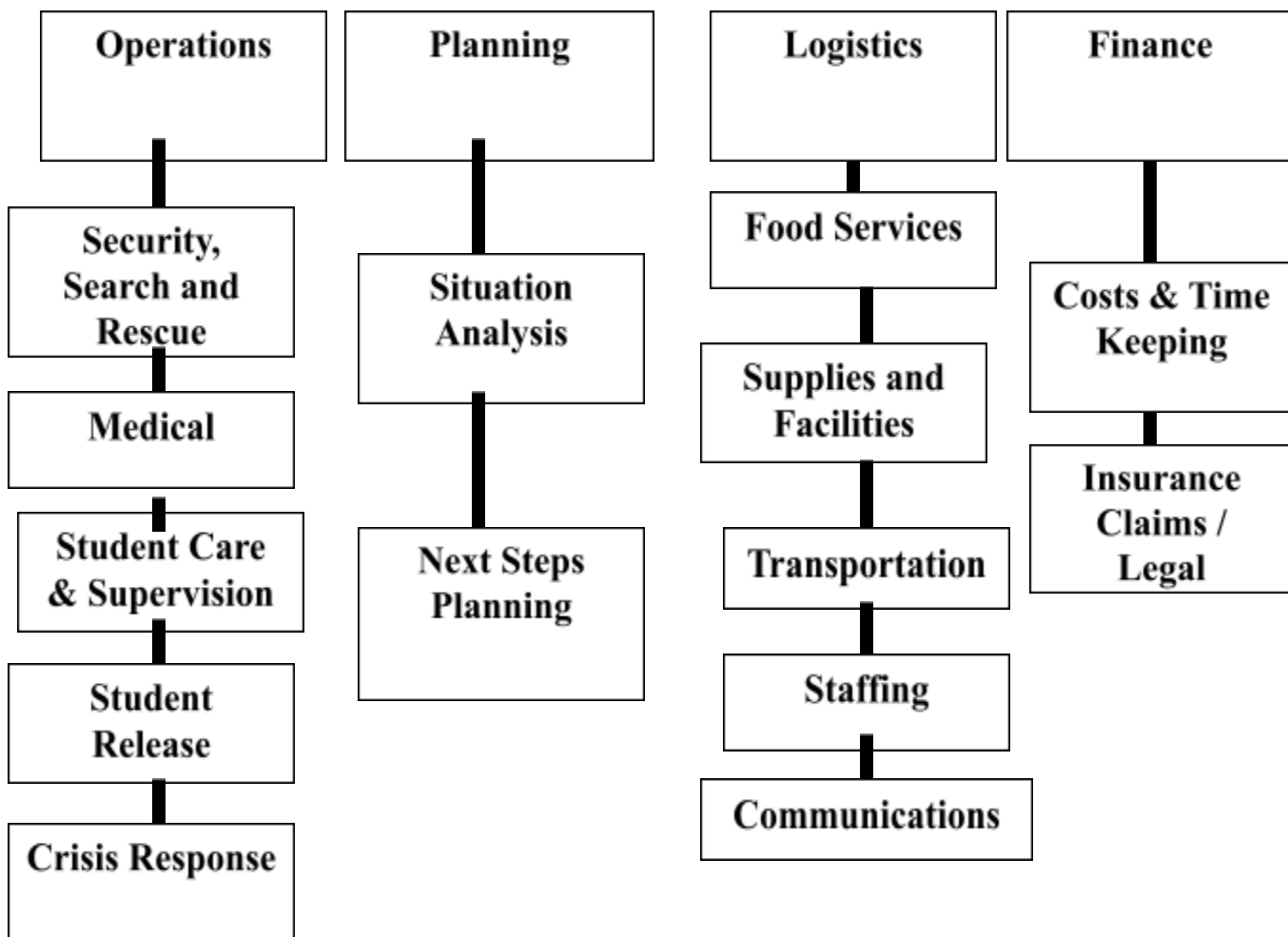
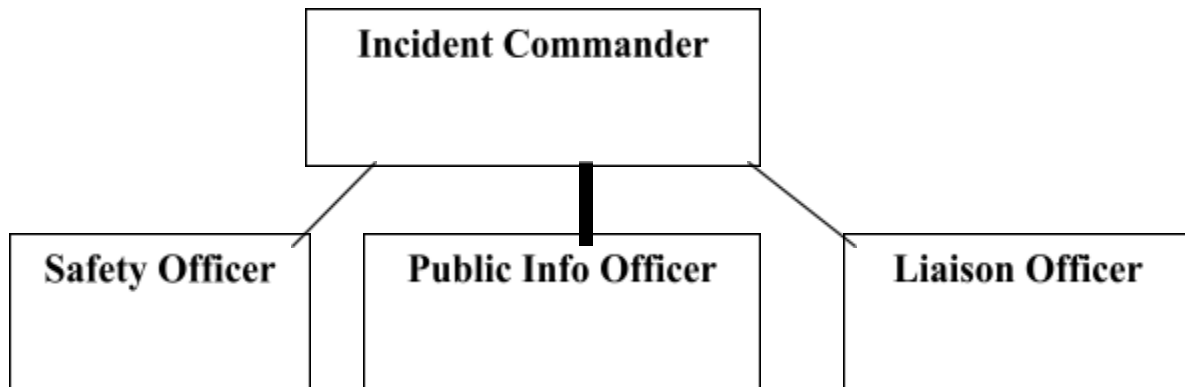
Lights, HVAC systems, printers, computer systems, electronic door locks, cafe equipment, and security cameras.
--

**List capability of backup power:**

Limited backup power can be provided to power a minimal amount of integral systems by a gas powered generator located at each site.
---

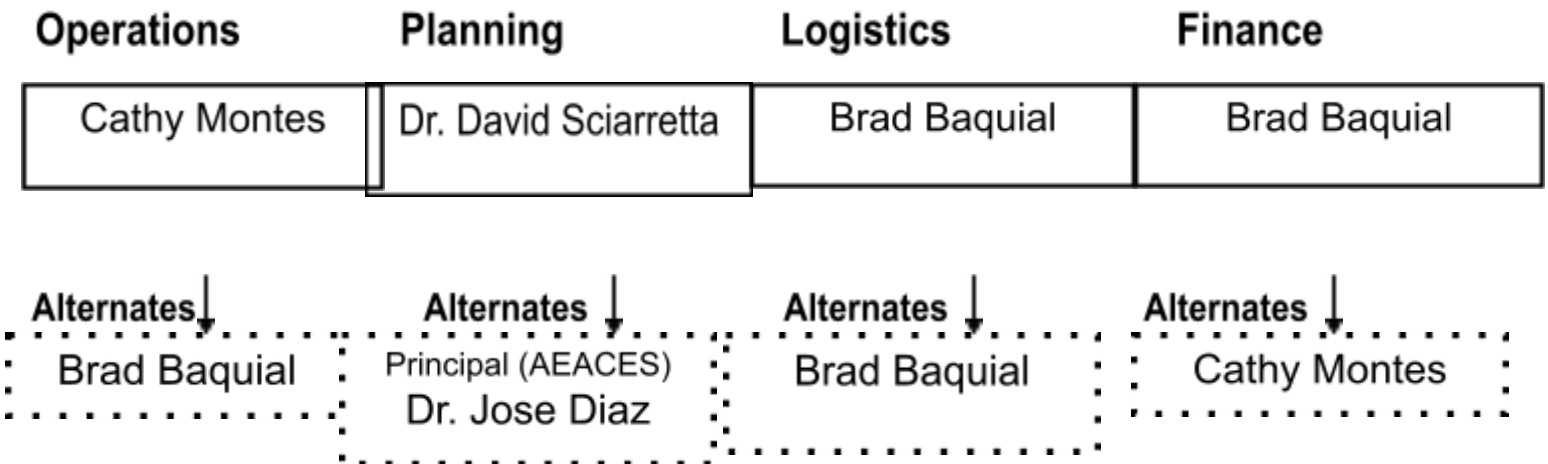
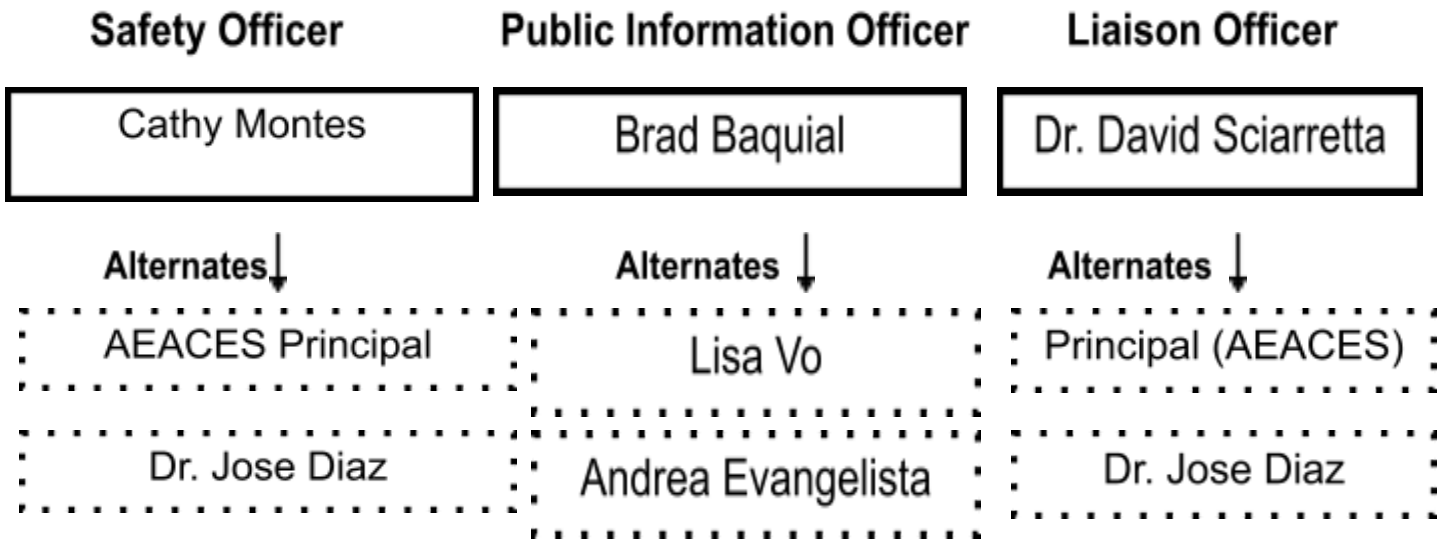
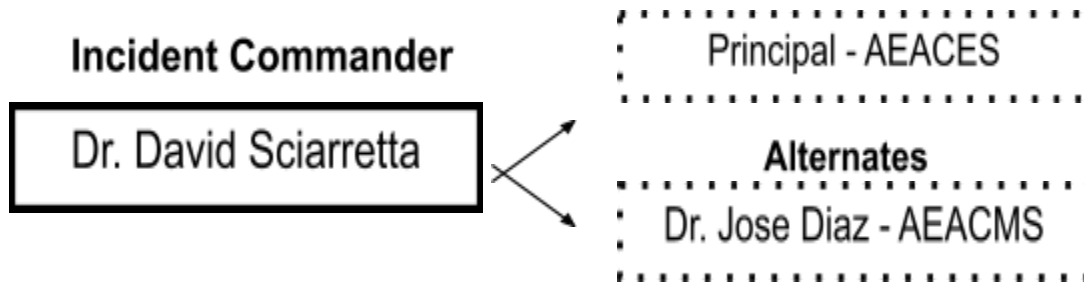
# INCIDENT COMMAND

## Incident Command System (Framework)



# INCIDENT COMMAND SYSTEM

## LEA Assignments



## AEACES INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
<b>Command Post</b>	Blacktop - Lower playground 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Media Staging</b>	North front entrance 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Security Team</b>	Command Post - Lower playground 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Search &amp; Rescue</b>	Command Post - Lower playground 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Medical</b>	Blacktop - by south release gate 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Student Care</b>	Blacktop - by south release gate 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Student Release Area</b>	Blacktop - by south release gate 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)
<b>Emergency Vehicles</b>	North and south entrances 3035 Ash St, San Diego	Golden Hill Recreation Center 2600 Golf Center Dr, San Diego (SE corner)

## AEACMS INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
<b>Command Post</b>	Grant Hill Park 2600 J St, San Diego (South side)	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Media Staging</b>	Grant Hill Park 2600 J St, San Diego (East area by basketball courts)	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Security Team</b>	Command Post - Grant Hill Park 2600 J St, San Diego	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Search &amp; Rescue</b>	Command Post - Grant Hill Park 2600 J St, San Diego	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Medical</b>	Grant Hill Park 2600 J St, San Diego (South side)	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Student Care</b>	Grant Hill Park 2600 J St, San Diego (South side)	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Student Release Area</b>	Grant Hill Park 2600 J St, San Diego (South side)	AEACMS 458 26th St, San Diego (Athletic courts behind school)
<b>Emergency Vehicles</b>	East main entrance (26th St) West entrance North entrance (Island St)	AEACMS 458 26th St, San Diego (Athletic courts behind school)

# INCIDENT COMMAND POST

## **PREPARATION:**

### **Principal, Office Staff, Support Staff**

1. Update annually teacher emergency backpacks with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each trimester
  - d. ID tag
  - e. Teacher name sign
  - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have messages pre-recorded for use during an emergency.
7. Update annually Emergency Response Boxes with:
  - a. Student lists with parent phone numbers (each semester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update the emergency plan.

## **EMERGENCY:**

### **Principal or designee:**

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and LEA emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins and announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

# AEACES BUILDING INFORMATION

SCHOOL SITE

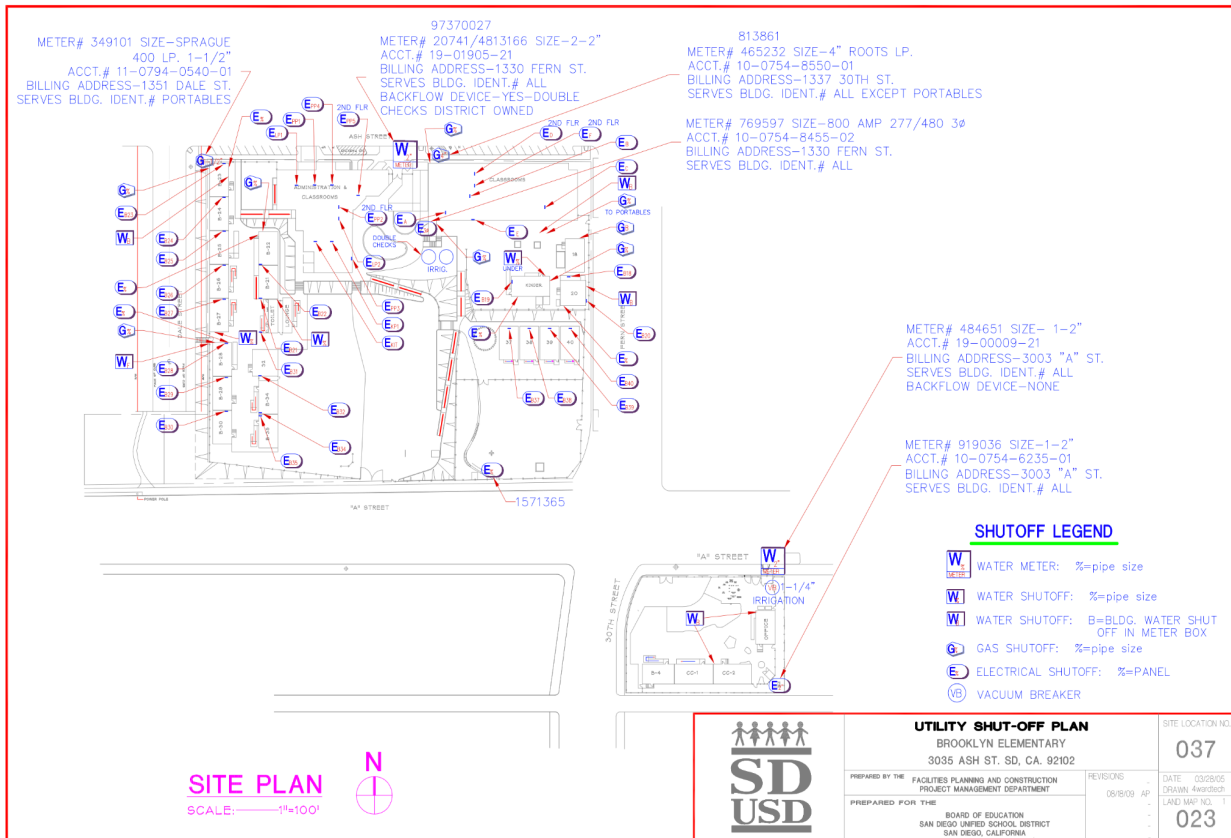
DOCUMENT DATE

<b>AEACES</b>	<b>01/19/2024</b>
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## EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

UTILITY	TOTAL MAIN UTILITY SHUTOFF	YES	NO	LOCATION
Electrical	Total main electrical shutoff	X		Multiple - See map below
Gas	Total main gas shutoff	X		Multiple - See map below
Water	Total main water shutoff	X		Multiple - See map below



**AEACES**  
**ALARM COMPANY INFORMATION**

<b>Company Name</b>	<b>SDUSD School Site Police</b>	
<b>Office Phone</b>	<b>(619) 291-7678</b>	
<b>Emergency Phone</b>	<b>Same</b>	
<b>Responsible Parties</b>	<b>SDUSD</b>	
<b>Locations of Control Panels</b>	<b>Main office (mail room)</b>	<b>Panel located on north wall</b>

**EMERGENCY SUPPLIES**

<b>TYPE</b>	<b>LOCATION</b>
<b>Emergency Supply Kit</b>	<b>Classrooms/Private Offices</b>
<b>AED devices (2 per site)</b>	<b>Health Office PE Room</b>
<b>First Aid Kits</b>	<b>Health Office PE Room</b>
<b>Gas Generator</b>	<b>Custodial Office</b>

## AEACMS BUILDING INFORMATION

SCHOOL SITE	DOCUMENT DATE
AEACMS	01/19/2024

### EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		Meter room located at southwest corner of building at ground level
Gas	Total main gas shutoff?	X		Building meter located on the exterior on the west side of the building at ground level
Water	Total main water shutoff?	X		Service meter is located on the north side of the building at ground level and two backflow assemblies are located in landscape area on east side of building at ground level

## AEACMS

### ALARM COMPANY INFORMATION

<b>Company Name</b>	<b>JJJ Enterprises</b>	
<b>Office Phone</b>	<b>800-634-3915</b>	
<b>Emergency Phone</b>	<b>866-789-1175</b>	
<b>Responsible Parties</b>	<b>Alex Arce</b>	<b>Brad Baquial</b>
<b>Locations of Control Panels</b>	<b>Multiple - panels located at each entrance to building</b>	<b>Main entrance West entrance North entrance MPR entrance</b>

## EMERGENCY SUPPLIES

TYPE	LOCATION
<b>Emergency Supply Kit</b>	<b>Classrooms/Private Offices</b>
<b>AED devices (2 per site)</b>	<b>Health Office PE Courts</b>
<b>First Aid Kits</b>	<b>Health Office PE Room</b>
<b>Gas Generator</b>	<b>Custodial Office</b>

# SECURITY, SEARCH & RESCUE TEAM

***Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.***

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

## **PREPARATION:**

1. Know the location of:
  - a. fire extinguishers
  - b. central cut-off for water and electricity
  - c. emergency supply/tool barrels

## **EMERGENCY:**

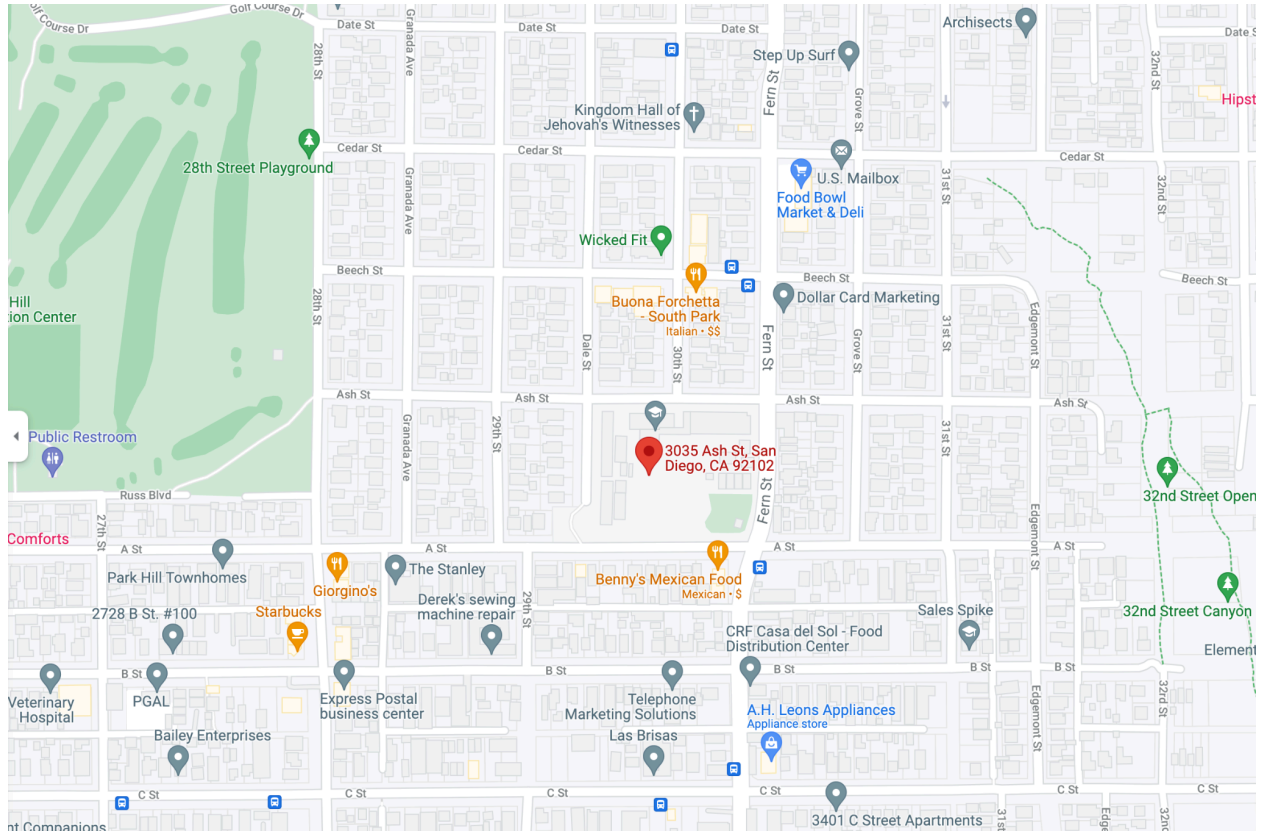
1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything is okay, red means the victim is in the room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for the next assignment.

# AEACES

## Security, Search and Rescue Area Map

**Site Name:** Albert Einstein Academy Charter Elementary School k-5  
**Site Address:** 3035 Ash Street, San Diego, CA 92102

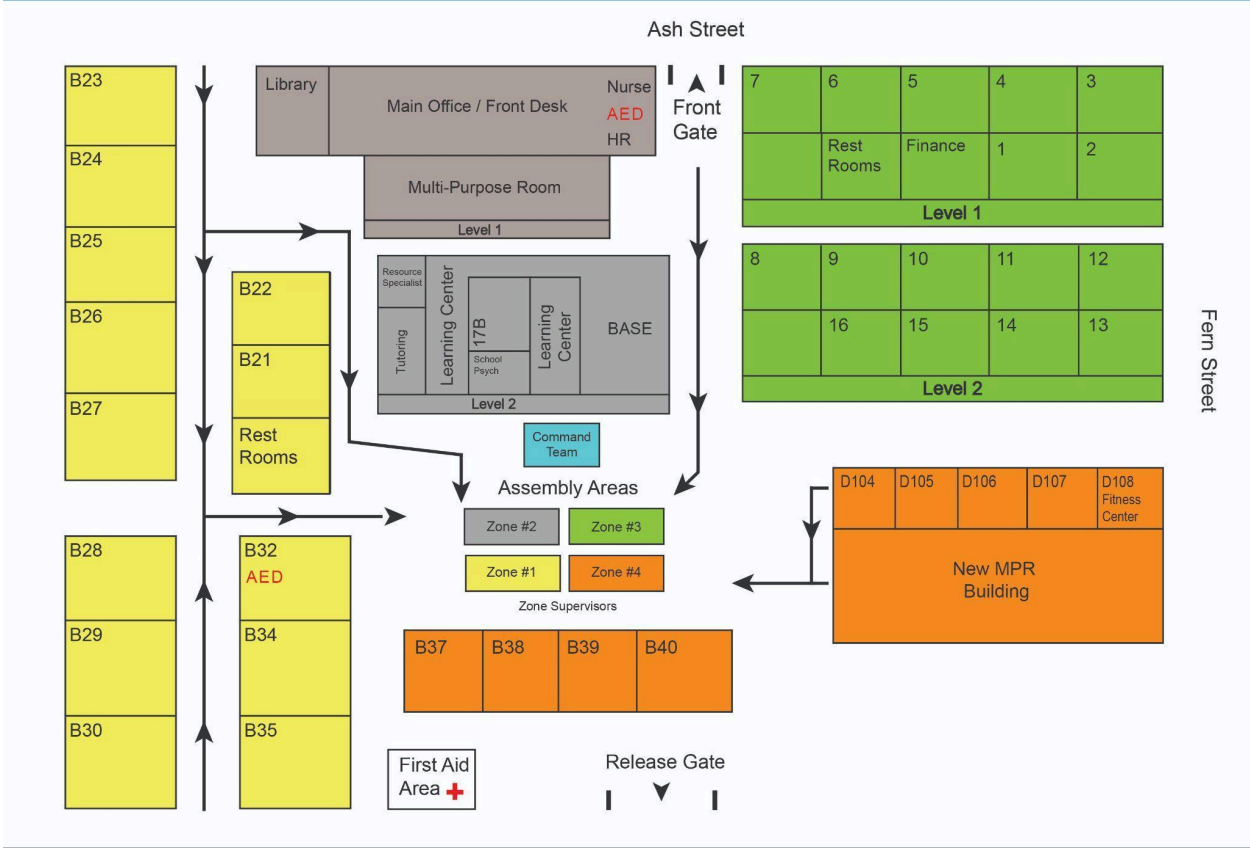
**Site Phone:** 619-795-1190  
**Site Fax:** 619-795-1180



# AEACES

## Security, Search, Rescue and Evacuation Map

# AEACES Evacuation Map

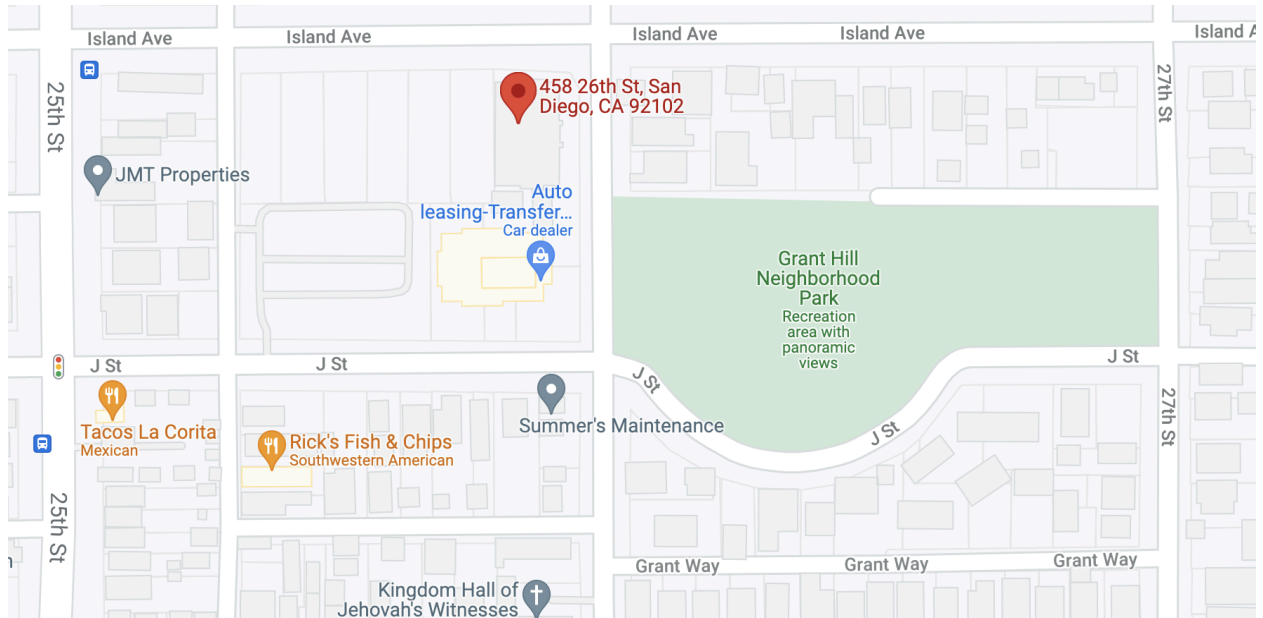


# AEACMS

## Security, Search and Rescue Area Map

**Site Name:** Albert Einstein Academy Charter Middle School 6-8  
**Site Address:** 458 26th Street, San Diego, CA 92102

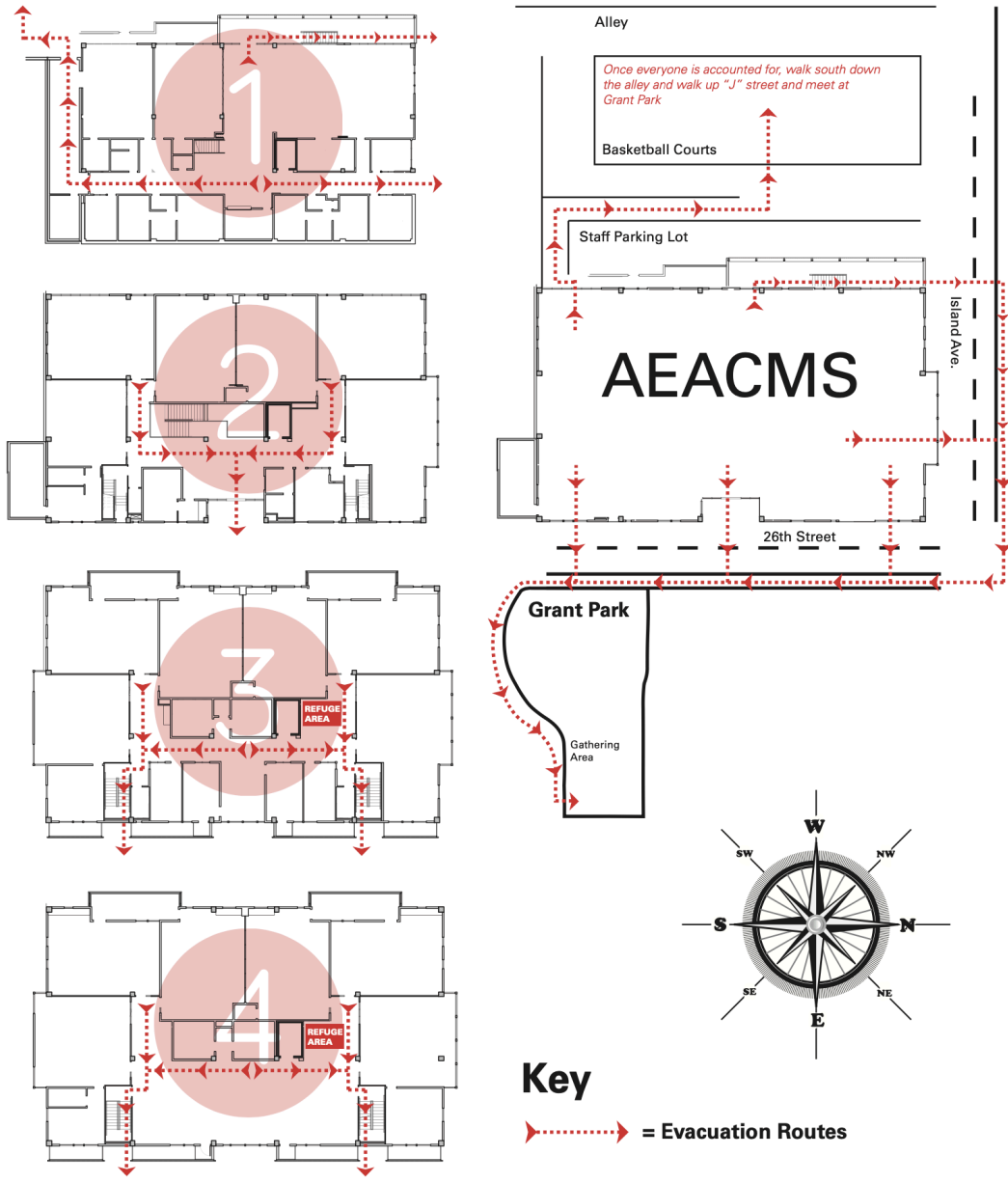
**Site Phone:** 619-780-1180  
**Site Fax:** 619-780-0986



# AEACMS

## Security, Search, Rescue and Evacuation Map

<b>A</b>		<b>AEACMS</b>	<b>Meeting Area Evacuation Route</b>
<b>E</b>		<b>Evacuation Routes</b>	



## **MEDICAL TEAM**

### **(Health Aides/Front Office Staff)**

#### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

#### **EMERGENCY:**

1. Check in with the evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with the Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injuries.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. The Medical Team should always defer to directions given by emergency personnel.









# REQUIRED SCHOOL EMERGENCY DRILL REPORT

## 2026-27 School Emergency Drill Report School: AEACES

2025-26 Emergency Drill Calendar (AEACES)											
Date	Time	Planned/Unplanned	All students/staff at playground	Final Check-in (All students accounted for)	Zone 1 Sweep Complete	Zone 2 Sweep Complete	Zone 3 Sweep Complete	Zone 4 Sweep Complete	FINAL ALL CLEAR by Principal	Student Count	NOTES
8/28/25	1:05pm	Planned							1:19 PM		Fire
8/29/25	8:58am	Unplanned							9:13 AM		False alarm trigger (construction)
9/18/25	11:15am	Unplanned							11:32 AM		False alarm trigger (construction)
10/16/25	10:16am	Planned							10:31 AM		Great American Shakeout
11/18/25	9:05am	Planned							9:16 AM		Lockdown
12/15/25	10:00 am	Planned							10:18 PM		Fire
1/21/26	11:10am	Planned							11:23 AM		Shelter in place
February											
March											
April											
May											
June											

## 2026-27 School Emergency Drill Report School: AEACMS

2025-26 Emergency Drill Calendar (AEACMS)														
Date	Time	Planned/Unplanned	North Stairwell Cleared	South Stairwell Cleared	West Stairwell/ Courts Cleared	Floor Sweep Complete 4th	Floor Sweep Complete 3rd	Floor Sweep Complete 2nd	Floor Sweep Complete 1st	Campus Clear (sweep - all students/staff out of building)	FINAL ALL CLEAR (with rosters)	Student Attendance today	Attendance Corrections	NOTES
8/28/25	9:30am	Planned				9:32	9:32	9:33	9:32	9:34	9:49		1	Fire Drill
9/25/25	1:36pm	Planned				1:38pm	1:38pm	1:37pm	1:37pm	1:41pm	1:41pm			Lockdown Drill
10/16/25	10:16am	Planned				10:17 AM	10:17 AM	10:17 AM	10:17 AM		10:18			Great American Shakeout
11/13/25	11:10am	Planned									11:18			Shelter In Place Drill
12/10/25	8:50am	Planned				8:54	8:53	8:53	8:51	8:55	9:06			Fire Drill
1/29/26	9:01am	Planned				9:02	9:02	9:02	9:02	9:03	9:04			Shelter In Place Drill
February														
March														
April														
May														
June														

## OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

### This calendar may be used to assist sites

<u>Monthly Drills to include:</u>	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

<u>Annual Drills to include:</u>	<u>Date of Drill</u>
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	

## **SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS**

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a wheelchair on a daily basis
  - specialized equipment
  - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - identifying all students who will require additional assistance
  - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

**\* Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</b> <i>(complete below)</i>		

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</b> <i>(complete below)</i>		

# Administrator's Redbook

## Section 2: Emergency Actions



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## GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
<b>STATUS</b>	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage to school facilities or equipment.
<b>RESTRICTED MOVEMENT &amp; ACCESS</b>	<p><b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <li>● Lock the doors;</li> <li>● Close and lock windows, and close blinds or cover windows;</li> <li>● Turn off lights;</li> <li>● Silence all electronic devices;</li> <li>● Remain silent;</li> <li>● Implement A.L.I.C.E. training and strategies when possible.</li> <li>● Use strategies to silently communicate with first responders if possible,</li> <li>● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<p><b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.</p>
	<p><b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning</p>

	<p>systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, an enemy attack, severe windstorms and tornadoes.</p> <ul style="list-style-type: none"> <li>● Move students and staff into the school's permanent buildings, on the ground floor.</li> <li>● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.</li> <li>● An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</li> </ul> <p><b>TAKE COVER</b> order shall remain in place until an ALL CLEAR is given.</p> <p><b>DROP, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DROP, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DROP, COVER AND HOLD ON.</p>
<b>EVACUATION</b>	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the LEA superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<b>REUNIFICATION</b>	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>● Maintaining accurate information on the location of each child.</li> <li>● Preventing unauthorized individuals from having access to or removing children.</li> <li>● Verifying the identity of individuals coming to take custody of children.</li> <li>● Verifying each individual has the legal right to take custody of the child for which they have asked.</li> <li>● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>



## OTHER HELPFUL REMINDERS

<b>A.L.I.C.E.</b>	Alert, Lockdown, Inform, Counter, Evacuate (Counter: make a plan, move , break things, throw things,actions vs. reaction, take the shooter down) Use your sense of what your age-level students can and should do.
<b>Knowledge of Weapons (non-threatening situation)</b>	Contact a Director immediately. Do not attempt to retrieve weapon yourself if you suspect potential harm. If you do not know the name of the person, try and report as many details as you can to describe him/her .
<b>Knowledge of Weapons (threatening)</b>	Active lockdown immediately (contact office or administration if unable to ring bell yourself)
<b>Bomb Threat</b>	Keep the caller talking, ask for specific location and time, gather information. Signal a co-worker to call police. <b>DO NOT USE TWO WAY RADIO OR CELL PHONE.</b>
<b>Suspicious Package or Device</b>	Use a landline to notify Director. Turn off walkie talkies and cell phones. Evacuate site.

### EVACUATION AND DRILL NON-NEGOTIABLES

1. Every evacuation and drill must be treated as a real emergency.
2. Every person must leave the building when an evacuation bell sounds.
3. Students in transition need to be informed during evacuations they are to report to their line-up spots on the blacktop.
4. Treat every student as your own.
5. Move students as quickly and quietly as possible.
6. Students will leave all belongings in the classrooms.
7. When possible, bring emergency backpack and folder.
8. Know your potential exit routes.
9. Report any missing persons.
10. All campus visitors must wear a visitor's tag. Direct to office if you do not see one EVEN if you recognize the person.

AEA EMERGENCY CONTACTS	SAN DIEGO EMERGENCY CONTACTS	SDUSD EMERGENCY CONTACTS
Dial School Number... (619) 795-1190 School Nurse.....ext 2000 David Sciarretta Cell 619-209-9753 Greta Bouterse.....ext 2119 Cell: 917-371-9438 Cathy Montes.....ext 2232 Cell: 619-279-1957 Custodial Office .....ext 2129  NON EMERGENCY Police .....(619) 531-2000 Fire/Paramedics.....(858) 573-1497	Fire/Paramedics/Police .....911 Poison Control .....(800) 222-1222 American Red Cross..... (619) 542-7400 Water Emergency.....(619) 515-3525 Gas/Electric.....(800) 611-7343 San Diego Mental Health Services 24h Adults.....(619) 692-8200 Children.....(619) 421-6900	Safety Office .....(858) 637-3698 (Non-Emergency).....(858) 627-7349 Communications 24h .....(619) 291-7678 Communications .....(619) 725-5578 Crisis Team .....(858) 627-7447 School Police .....(619) 291-9911 Emergency Maintenance (858) 627-7171 After 4:00 PM/Weekends (619) 291-7678

**AEACMS**  
**Emergency/Disaster At-A-Glance Guide**

TYPE OF DISASTER	WARNING	ACTION	EMERGENCY SIGNALS
<b>FIRE and OFF-SITE EVACUATION</b> BIOLOGICAL EMERGENCIES, BOMB THREAT, GAS LEAK, CHEMICAL SPILL, EXPLOSION, ATTACK	Sound of explosion, smoke, fumes, burning sensation in eyes or throat.	<b>ASSESS SITUATION: Carefully and immediately evacuate</b> in single file lines to Grant Hill Park. Once at reunion spot, immediately take attendance and send to attendance staff. Follow directions of the leadership team.	Announcement via Intercom/Text message (All clear given by a member of the Leadership team)
<b>EARTHQUAKE</b>	Loud rumbling; noise like sonic boom, ground and buildings shaking.  <b>Prepare for aftershocks</b>	<b>Drop, cover and hold:</b> Take protective position under tables, desks and other supporting objects (head first). Hold onto furniture. If outside lay down or crouch. Remain protected for at least two minutes. Turn off electrical equipment. After first aftershock <b>evacuate</b> building(s) to Grant Hill Park in quick, quiet single file lines. Take attendance immediately and send to attendance staff. Follow directions of leadership team.	Announcement via Intercom/Text message (All clear given by a member of the Leadership team)
<b>LOCKDOWN and/or SURPRISE ATTACK</b>  <b>SHELTER IN PLACE</b> ENVIRONMENTAL EMERGENCY EXPLOSION CHEMICAL ACCIDENT SEVERE WEATHER	Sound of gunfire, explosions, flash of light, yelling,  Sound of explosion, smoke, fumes, burning sensation in eyes or throat	<b>LISTEN TO ANNOUNCEMENTS/ TEXT:</b> If there is a non-threatening emergency there will be a message stating the reason for the lockdown. If there is NO message from leadership you will need to proceed with ALICE Training strategies.  <b>ASSESS SITUATION: A.L.I.C.E. TRAINING</b> Make all students and staff aware of the situation, if necessary/prudent go inside or leave the school site, lock door, and determine when it is best to evacuate quickly and safely to a nearby location (99 cent store, park, etc) or remain inside. Close windows, shades, and vents. Keep away from windows. If needed, block door and think of age appropriate ways to get kids prepared.  <b>ENVIRONMENTAL THREAT:</b> turn off heating/AC and seal all gaps under doors and windows. Keep students away from outdoor environment.	Announcement via Intercom/Text message  ALL CLEAR IN A.L.I.C.E. MODE: ONLY GIVEN BY PERSONNEL WHO HAS KEY ACCESS TO YOUR ROOM  ALL CLEAR GIVEN VIA EMAIL, TEXT OR PHONE CALL FOR NON-THREATENING SITUATIONS
<b>POWER UTILITY FAILURE</b>	Blackout, no water, telephones not working.	<b>ASSESS SITUATION:</b> Wait for directions for Admin.	

The Assembly Area for an off-site evacuation is: Grant Hill Park, 2600 J Street, San Diego, 92102

## OTHER HELPFUL REMINDERS

<b>A.L.I.C.E.</b>	Alert, Lockdown, Inform, Counter, Evacuate (Counter: make a plan, move, break things, throw things, actions vs. reaction, take the shooter down) Use your sense of what your age-level students can and should do.
<b>Knowledge of Weapons (non-threatening situation)</b>	Contact a member of the leadership team immediately. Do not attempt to retrieve weapon yourself if you suspect potential harm. If you do not know the name of the person, try and report as many details as you can to describe him/her .
<b>Knowledge of Weapons (threatening)</b>	Activate lockdown immediately (contact office or leadership team if unable to ring bell yourself)
<b>Bomb Threat</b>	Keep the caller talking, ask for specific location and time, gather information. Signal a co-worker to call SDPD (San Diego Police Dept). <b>DO NOT USE TWO WAY RADIO OR CELL PHONE.</b>
<b>Suspicious Package or Device</b>	Use a landline to notify Leadership. Turn off walkie talkies and cell phones. Evacuate site.

### EVACUATION AND DRILL NON-NEGOTIABLES

1. Every evacuation and drill must be treated as a real emergency.
2. Every person must leave the building when an evacuation bell sounds.
3. Treat every student as your own. Students not in a classroom when an alarm sounds are to join a class evacuating in their area.
4. Move students as quickly and quietly as possible.
5. Students will leave all belongings in the classrooms.
6. When possible, bring emergency backpack and folder, cell phone and iPad
7. Know all potential exit routes (do not post on walls).
8. Report any missing persons.
9. Know your Safety Plan roles and responsibilities

<b>AEA EMERGENCY CONTACTS</b>	<b>SAN DIEGO EMERGENCY CONTACTS</b>
School Number 619- 780-0400 David Sciarretta Cell 619-209-9753 Jose Diaz Cell: 619-581-5133 Cathy Montes Cell: 619-279-1957	Fire/Paramedics/Police. 911 Poison Control 800-222-1222 American Red Cross 619- 542-7400 Water Emergency 619- 515-3525 Gas/Electric 800- 611-7343 San Diego Mental Health Services 24h Adults: 619- 692-8200 Children: 619- 421-6900
<b>NON EMERGENCY</b>	
Police 619- 531-2000 Fire/Paramedics 858-573-1497	

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DROP, COVER and HOLD ON**
- **SHELTER IN PLACE**
- **EVACUATION and REVERSE EVACUATION**
- **STANDBY**
- **TAKE COVER**
- **LOCKDOWN**

**ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the public address system:

Example: “**Your attention please.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **It is now OK to resume normal school activities. Thank you all for your cooperation.**”

2. Use messengers with oral or written word as an alternate means of staff notification (SchoolMessenger).
3. Use the Parent Telephone Notification System, if appropriate (SchoolMessenger).

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

**ANNOUNCEMENT:**

1. Make an announcement in person directly or over the public address system:

**Example:** "“Lockdown, Lockdown, Lockdown. This is not a drill. Follow Lockdown procedures now. Lockdown, Lockdown, Lockdown.”**Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.**”

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- Implement A.L.I.C.E. training and strategies when possible.
- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.

- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

**STUDENT ACTIONS:**

- Move quickly and quietly to the closest safe classroom. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

**SECURE CAMPUS:**

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked
- Requires that no one goes in or out for **any** reason
- Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role
- Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

### Example:

**““Attention on campus, we are moving into Secure Campus procedures. Make your way indoors and keep students in classrooms. Do not send anyone to the bathrooms at this time. Indoor classroom activities may continue, but please be listening for further instruction.””**

### **-REPEAT-**

- Instruct Front Office staff to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- When able, alert Superintendent’s office
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- If students are out at break , recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

## **STAFF ACTIONS:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

## **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- Proceed to on-campus shelter location as quickly as possible

## **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

## EMERGENCY ACTION

## SHELTER IN PLACE

**SHELTER IN PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention on campus, because of \_\_\_\_\_ we will be moving into a Shelter-in-Place. Keep doors and windows closed, do not transition between buildings, and turn off HVAC systems if possible. Outdoor activities will not be taking place at this time. We will continue with indoor activities and provide continued updates throughout the day."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system or on walkie talkies. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

### TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels, duct tape or clothing if necessary; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance. Front office will call classrooms to check student accountability. Wait for further instructions.

**STUDENT ACTIONS:**

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

**Enemy Attack**

**ANNOUNCEMENT:**

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

**Natural Disasters**

**ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

## EMERGENCY ACTION

## DROP, COVER AND HOLD ON

**DROP COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: “This is an earthquake, Drop, Cover, and Hold until the shaking stops. This is not a drill. Drop, Cover, and Hold.”

### STAFF AND STUDENT ACTIONS:

#### Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, evacuate the building to the designated meeting spot. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON.**
- Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post earthquake
- Chemical accident

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

**ANNOUNCEMENT:**

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example:     **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

**PRINCIPAL/SITE ADMINISTRATOR:**

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

## **STAFF ACTIONS:**

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

## **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

### **To alert visually-impaired individuals**

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

### **To alert individuals 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 individuals 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 individuals using wheelchairs**

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

## EMERGENCY ACTION

## OFF-SITE EVACUATION

**OFF-SITE EVACUATION** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Explosion or threat of explosion
- Bomb threat
- Post earthquake
- Chemical accident

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:     **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.

- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.

# Administrator's Redbook

## Section 3: Emergency Responses



### REDBOOK TABLE OF CONTENTS

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

**The emergencies outlined in this section are:**

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder

- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Opioid Overdose
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Tsunami
- o Utility Failure

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## **EMERGENCY RESPONSE**

## **ACCIDENT AT SCHOOL**

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Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

### **STAFF ACTIONS:**

- Report an accident to the Principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Notify Superintendent and/or Operations of the incident.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

### **OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE Active Shooter/Armed Assailant

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### ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

### ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur. We encourage all staff to implement A.L.I.C.E. training measures as well as those listed below.
2. A.L.I.C.E. training measures include:

**A - ALERT:** Initial alert may be a gunshot, PA announcement, etc

**L - LOCKDOWN:** If evacuation is not a safe option, barricade entry points. Prepare to evacuate or counter if needed.

**I - INFORM:** Communicate real-time information on shooter location. Use clear and direct language.

**C - COUNTER:** As a last resort, distract shooters' availability to shoot accurately. Move towards exits while making noise, throwing objects or adults swarm shooter.

**E - EVACUATE:** Run from danger when safe to do so using non-traditional exits if necessary.

- a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. **Quickly evaluate** which A.L.I.C.E. option will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.
3. **Options: Run, Hide or Fight**
    - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
      - Do not evacuate unless you...
        - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
        - o **and** can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.
    - Police may mistake an item in your hands as a weapon.
    - Leave everything behind.
  - If you encounter people along the way...
    - Adults: Warn them and take them with you if you can, but don't stop if they refuse to come.
    - Students: Warn any students you encounter and take them with you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Call 911 as soon as it is safe to do so.
  - Keep your students with you. Call 619-795-1190 (ES) or (619)780-0400 (MS) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of sight from the room entrance.
  - Prepare to take action if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available, be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
      - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

4. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
  - a. Provide as much information as possible (slow down – be calm):
    - State the emergency: “I hear gunfire.” “I saw...”
      - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location: “room \_\_\_”
    - The number of children with you:
  - b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

## 5. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
  - *Run* – If you encounter injured persons while you are trying to get out of danger...
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
  - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
    - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
  - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
  - Immediately raise your hands in the air and display your open palms.
  - Don’t run up to officers or attempt to hug or talk to them.
  - Don’t talk unless they ask you a question.
  - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and LEA staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School sites must also plan for and train all LEA / site staff involved with student activities and extracurricular programs.)

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the LEA office after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

#### **LEA STAFF ACTIONS**

- **Emergency Operations Center (EOC)**
  - Activate the LEA's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.
- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.
    - Buses should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

### **Aircraft crashes into the school**

#### **STAFF ACTIONS:**

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of buses or alternate transportation.
- Notify the Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine the extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.

## Aircraft crashes near school

### **STAFF ACTIONS:**

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify the Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the LEA office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

**STAFF ACTIONS:**

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**EMERGENCY RESPONSE****ALLERGIC REACTION**

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There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

**STAFF ACTIONS:**

- If there is an imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify the principal.
- Assist in getting “Epi” (Epinephrine delivery system) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess the situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Keep an “Epi” pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**EMERGENCY RESPONSE****ANIMAL DISTURBANCE**

---

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the local Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE**

---

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### **Outside the building**

#### **STAFF ACTIONS:**

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify LEA Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

### **Inside the building**

**STAFF ACTIONS:**

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify LEA Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

**THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

**PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

**Telephone Bomb Threats**

Remain calm/courteous.  
Read phone's visual display.  
Listen, don't interrupt.  
Keep caller talking. Pretend hearing difficulty.

Notice details:  
background noises, voice description.  
Ask: When? Where? What? How?

Don't touch any suspicious objects.

**Call 911**

**PERSON RECEIVING THREAT BY MAIL:**

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the LEA Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

**STAFF ACTIONS:**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# EMERGENCY RESPONSE

# BOMB THREAT CHECKLIST

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call \_\_\_\_\_
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*\* Refer to your local bomb threat emergency response plan for evacuation criteria*

### DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

### WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: [OBP@cisa.dhs.gov](mailto:OBP@cisa.dhs.gov)



V2

## BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

### Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:

- Where is the caller located? (background/level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

#### Caller's Voice

- Female
- Male
- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking Voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Laughter
- Lisp
- Loud
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

#### Background Sounds

- Animal noises
- House noises
- Kitchen noises
- Street noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

#### Threat Language

- Incoherent
- Message read
- Taped message
- Irrational
- Profane
- Well-spoken

#### Other Information:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

**BUS DRIVER:**

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

**STAFF ACTIONS AT THE SCENE:**

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

**Earthquake during bus trip****BUS DRIVER ACTIONS:**

- Issue drop, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,

- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

**Flood during bus trip**

**BUS DRIVER ACTIONS:**

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

**ADDITIONAL STEPS:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

---

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **PERSON DISCOVERING SPILL:**

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify LEA Superintendent of school status and location of alternate school site.

### **STAFF ACTIONS:**

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (onsite)**

---

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### **PERSON DISCOVERING SPILL:**

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify LEA Superintendent of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

- Assign staff members to assist nurse as necessary.

**STAFF ACTIONS:**

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **drop AND COVER**, lie on the floor and keep students calm.
- Care for the injured, if any.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who

might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## **EMERGENCY RESPONSE      DEATH of a STAFF MEMBER**

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A reported death or serious illness among the school community may have a profound affect on students and staff alike.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

**Outside, close to the incident.**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up a decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify the LEA Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

**Inside, close to the incident**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify the LEA Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

- Keep students calm. Instruct students to **drop and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

### **Inside Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify LEA Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

**Outside Building**

**STAFF ACTIONS:**

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows.
- If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

●  
**During non-school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with LEA Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify LEA Office, who will inform public information media as appropriate.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**PRINCIPAL/SITE ADMINISTRATOR:**

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the LEA Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.

- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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## **EMERGENCY RESPONSE**

## **FIRE (offsite)**

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A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school LEA where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

### **STAFF ACTIONS:**

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

### **Within School Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify the Front Office of the situation.
- Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### **STAFF ACTIONS:**

- **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### **Near the School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Issue **STAND BY** instruction. Determine if evacuation or early release is required.
- Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the LEA Office.
- Monitor the **National Weather Service** or local media for flood information.
- Notify the LEA Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

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

**BUS DRIVER ACTIONS:**

- If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- If a gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify the utility company.
- Determine whether to move to an alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide a bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off the ventilation system in affected area.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation**, which may include the use of buses. Move students and staff away from the path of hazardous materials.
- Notify LEA Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

**TEACHER ACTIONS:**

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to the office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have the school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

**STAFF ACTIONS:**

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY RESPONSE

## INTRUDER

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *“What can we do to make this better?”*
  - *“I understand the problem, and I am concerned.”*
  - *“We need to work together on this problem.”*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Take measures to keep the subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## **EMERGENCY RESPONSE**

## **IRRATIONAL BEHAVIOR**

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A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

### **STAFF ACTIONS:**

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- Move students away from the area of abduction.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911.

Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller’s name and phone number
- Do not hang up until advised to do so by the dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

**Universal Precautions when Treating a Medical Emergency**

Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.

Wash hands thoroughly after providing care.

**STAFF ACTIONS:**

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
- Did someone pick up the student?
- Could the student have walked home?
- Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day. Notify the Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine the extent of injuries.
- Notify LEA Superintendent.

**STAFF ACTIONS:**

- Notify the Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

An opioid emergency occurs when a student, staff member, or visitor is suspected of experiencing an opioid overdose or an adverse reaction to opioids and requires immediate medical attention. Naloxone (NARCAN) kits are readily available in multiple locations on all AEA campuses. All AEA staff receive annual training on recognizing the signs of an opioid overdose and the proper administration of NARCAN.

**Contents**

Each kit contains naloxone (commonly known by the brand name NARCAN), an emergency medication used to reverse the effects of an opioid overdose. Kits also include a CPR mask and clear, easy-to-follow instructions displayed on the exterior of the kit.

**Locations**

Naloxone kits are located in the Health Office and Physical Education (PE) areas. Kits are mounted directly to the interior wall of each designated room. All designated rooms are clearly identified with signage posted above the door.

More detailed information is available in the AEA Naloxone Policy, located on [aeacs.org](http://aeacs.org).

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**PRINCIPAL/SITE ADMINISTRATOR AND STAFF ACTIONS**

- Check for responsiveness if an individual is believed to be experiencing an opioid overdose. Indicators may include, but are not limited to:
  - No response to external stimulation, such as a sternum rub
  - Blue or gray skin, lips, or fingertips
  - Slow, shallow, or absent breathing
  - Difficulty breathing, including labored or irregular respirations
  - Decreased or weak pulse
  - Pinpoint pupils, even in low-light conditions
  - Evidence of opioid ingestion, inhalation, or injection
- Immediately call **911**.
- Administer **naloxone (NARCAN)** as instructed.
- Provide supportive care, which may include **CPR**, until emergency responders arrive.
- All use of naloxone must be documented in the designated **naloxone log book**.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

**STAFF and STUDENT ACTIONS:**

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice “respiratory hygiene etiquette”.
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

**Respiratory Hygiene Etiquette**

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_

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**EMERGENCY RESPONSE****POISONING/CONTAMINATION**

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This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide a list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify the LEA Superintendent of the situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

**STAFF ACTIONS:**

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

**PREVENTATIVE MEASURES:**

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Obtain information on when, why and how many people are expected.  
Identify the spokesperson for the group
- Contact the local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

**STAFF ACTIONS:**

- Do not allow students to be interviewed by the media or join in the demonstration

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- rape
- vaginal, anal, or oral penetration
- attempted rape
- sexual intercourse that is not wanted
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911 if the assault is physical.
- Close off the area to everyone.
  - Assign a counselor/staff member to remain with the victim.
  - Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
  - Notify victim's family.
  - If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
  - The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
  - Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
  - Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

### **Severe Storm**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify the superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

### **Windstorm**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

#### **STAFF ACTIONS:**

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

**STUDENT ACTIONS:**

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

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## EMERGENCY RESPONSE

## SUICIDE ATTEMPT

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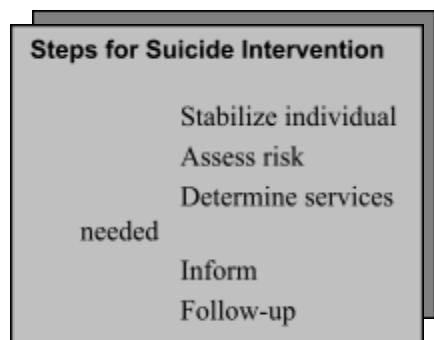
Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.



The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- No return address
- Restrictive markings, e.g., "Personal"
- Excessive postage
- Handwritten or poorly-typed addresses
- Excessive masking tape, string
- Titles but no names
- Oily stains or discoloration
- Misspelling of common names
- Protruding wires or tin foil
- Excessive weight, unevenly distributed
- Rigid envelope

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

**STAFF ACTIONS if package is unopened and not leaking:**

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

**STAFF ACTIONS if package is leaking:**

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

Thorough crisis planning will carry the school and LEA a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

**Civil Defense Warning of Possible Enemy Attack**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Drop, Cover and Hold On**.

**STAFF ACTIONS:**

- Keep students calm.
- Close all curtains and blinds.

**Enemy Attack Without Warning**

**STAFF ACTIONS:**

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to **DROP AND COVER**.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

These are actions to take when the Homeland Security Advisory System risk is set at “Threat Level Red”, specific to the community.

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DROP, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.  
Location: Evacuation locations  
Procedure for movement to shelter: Follow normal procedures
- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

**OFFICE STAFF ACTIONS:**

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - 1) Is the individual moving towards violent action?
  - 2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

**STAFF ACTIONS:**

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:****Before**

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

**During**

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

**After**

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.

- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

**STAFF ACTIONS:**

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Take attendance. Report any missing students to the principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

**PRINCIPAL/SITE ADMINISTRATOR:**

- Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify LEA Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

**A. Plan for Loss of Water**

**Toilets:** Use portable bathrooms when possible (AEACMS). If outage will be longer than 90 minutes, implement early dismissal process. Emergency safety kits in classrooms contain portable bathroom baskets as well.

**Drinking Water:** If outage will be longer than 90 minutes, implement early dismissal process. Bottled water can be supplemented in the interim prior to dismissal.

**Food Service:** If outage will be longer than 90 minutes, implement early dismissal process.

**Fire Suppression:** Fire extinguishers located throughout campus for emergency use.

**B. Plan for Loss of Electricity**

**Ventilation:** All classrooms have accessibility to open windows for ventilation and will utilize such when needed.

**Emergency Light:** If outage will be longer than 60 minutes, implement early dismissal process. Use natural light in the interim through classroom windows.

**Computers:** Backup generators to power only essential computers until power restored.

**C. Plan for Loss of Natural Gas**

**Heat:** If outage will be longer than 60 minutes, implement early dismissal procedures.

**Food Service:** If outage will be longer than 90 minutes, implement early dismissal procedures.

## **C. Suspension and Expulsion Policy**

## D. Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Albert Einstein Academies has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of Albert Einstein Academies regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

## F. School-wide Dress Code Prohibiting Gang Attire

### Note on Education Code Requirements for this section

This requirement comes from **32282(a)(2)(F)**. It reads:

*The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.*

1. If the school does not have a dress code prohibiting gang attire, include a copy of the school dress code or student required attire if one exists.



# ALBERT EINSTEIN CHARTER *Elementary*

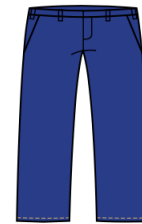
## Required Uniform

The AEACES required uniform includes:

- Boys: Navy blue shorts or pants that fit at the waist and white or red long or short sleeve shirts with collar and AEA logo (polo shirts or Oxford shirts). Any visible undershirts must be school uniform colors and must be tucked in. Note: Cargo pants or baggy pants are not permitted.



- Girls: Navy blue shorts, pants, skirts, skorts, or jumpers that fit at the waist and white or red collar long or short sleeve shirts with AEA logo (polo shirts or Oxford shirts). Any visible undershirts must be school uniform colors and must be tucked in. Note: Skirts, skorts, and jumpers should not be higher than three inches above the knee. Biking-style shorts need to be worn under the jumpers and skirts to ensure modesty. Make up is not permitted.



- Outerwear: Navy blue jackets or sweaters with the school logo. No sweatshirts with logos other than AEA will be permitted. In the event of extreme cold temperatures, allowances will be made for non-uniform winter jackets.

- Footwear: All students must wear closed toe shoes with non-skid soles. Sandals, boots and similar footwear are not allowed. Athletic shoes are the preferred choice of footwear. Socks and leggings must be in the uniform colors of red, white, or blue if visible.



- Accessories: Navy or red hats with the AEA logos are permitted outside of the classroom. Students will not be permitted to wear accessories that distract from learning or that may be a safety issue. For example, long dangling earrings or necklaces, non-uniform hats, and fashion gloves are not permitted.



AEA uniforms are available from the following vendors:



French Toast  
[www.frenchtoast.com](http://www.frenchtoast.com)



Lands' End  
[www.landsend.com](http://www.landsend.com)



Morgan's Monograms  
[www.morgansmonograms.com](http://www.morgansmonograms.com)  
(619) 589-0070  
8219 La Mesa Blvd.  
La Mesa, CA 91942  
[Office@MorgansMonograms.com](mailto:Office@MorgansMonograms.com)

Uniform assistance available upon request



# ALBERT EINSTEIN CHARTER *Middle School*

## Required Uniform

v.052318

The AEACMS required uniform includes:

- Navy blue or white collared shirts bearing the AEA embroidered logo on top left

- Khaki or blue pants or shorts (skorts, skirts and plaid bottoms are allowed; no denim)

At minimum, hem of shorts and skirts are at fist length when arms are resting at the sides.

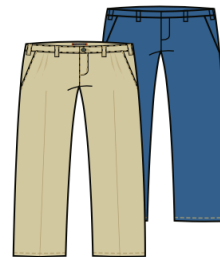
- Official athletic uniform available through PE department

- Navy jackets, sweaters, sweatshirts bearing AEA logo on top left.

- Close-toe shoes only

- Beanie caps or baseball caps must be tan or navy and bear AEA logo (outdoor use only)

- Tights and leggings must be either white, tan, or navy.  
 May be worn under skirts only.



AEA uniforms are available from the following vendors:



French Toast  
frenchtoast.com



Lands' End  
landsend.com



Morgan's Monograms  
morgansmonograms.com  
(619) 589-0070  
8219 La Mesa Blvd,  
La Mesa, CA 91942  
Office@MorgansMonograms.com

Uniform assistance available upon request

## **G. Safe Ingress and Egress**

The following materials and maps outline the procedures for safe ingress and egress from AEACES and AEACMS. Items marked with an \* are considered to be “tactical information” that will be withheld from the public view version of this plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.
2. A map indicating the supervision postings during arrival and dismissal from school.
3. A description of the procedures required for campus access by visitors (excluding the security measures considered to be tactical information).

# AEACES - Safe Ingress and Egress

## Drop-off/Pick-up Procedures

### Drop Off:

7:30 "A" Street Gate Opened

7:45 "Ash" Street Gate and Front Office Opened

Parents need not park or get out of the car, but rather pull into the 3 minute drop-off zone along the north side of "A" Street or in the loading zone on "Ash" Street. Elementary children can exit vehicle and walk to their designated class line-up area on the blacktop area on the lower playground. Children may not be released from any cars that are not in the loading areas unless they are legally parked and parents walk them onto campus. **DO NOT LET CHILDREN IN TO STREET AT ANYTIME.**

8:10 First Bell: School Officially Begins

8:20: Students Marked Late

8:25 Gate Locked

After 8:25, late students must enter school through Main Office (Ash Street). Therefore, parents will be required to park their car and accompany the child to the office and sign the tardy slip.

### Pick-up:

2:20 "A" Street Gate Opened

2:30 Kindergarten Classes Dismissed

Children will be walked to the "A" Street Gate by their teachers. Parent may pull-up to the 3-minute curb and their child will be released to walk to the parent under the supervision of the teacher. Do not linger in the pick-up zone longer than 3-minutes or leave your car unattended. If you do not see your child right away, circle the block and try again. If you need to speak to a staff member please park elsewhere. Kindergarten teachers will remain at the gate with the students until 2:45.

2:45 Grades 1-5 Dismissed

Children will be walked to the "A" Street Gate by their teachers. Parent may pull-up to the 3-minute curb and their child will be released to walk to the parent under the supervision of an adult. Do not linger in the pick-up zone longer than 3-minutes or leave your car unattended. If you do not see your child right away, circle the block and try again. If you need to speak to a staff member please park elsewhere. **CHILDREN WILL BE DISMISSED AT CURBSIDE ONLY. DO NOT DOUBLE PARK. 3 MINUTE LOADING WILL BE ENFORCED AT ALL TIMES.**

3:00 "A" Street Gate Locked

3:05 "Ash" Street Gate Locked

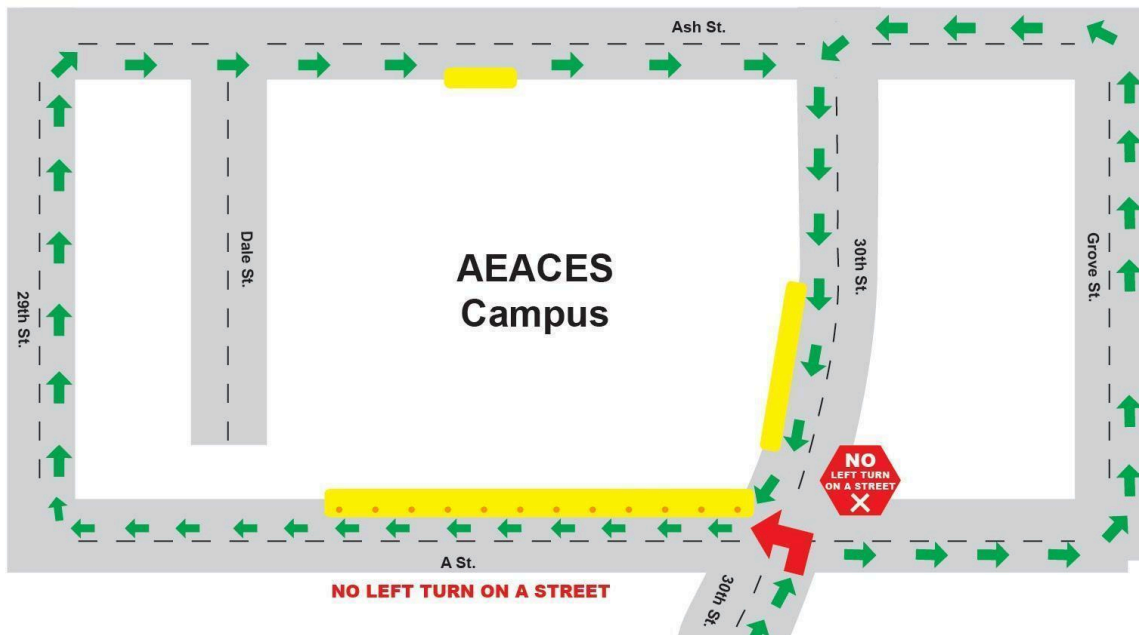
# AEACES - Safe Ingress and Egress



## Student Pick Up Route

### Key

 = 3 Minute loading Zone only     = Incorrect Route     = Correct Route



# AEACMS - Safe Ingress and Egress

## Morning Arrival

Campus opens at 7:30AM. Students are not permitted on campus before 7:30AM and there is no supervision before this time. Classrooms open at 7:45AM and instruction starts promptly at 8:00AM. Students arriving after 8:00AM must enter through the front/main entrance.

### Drop off locations:

Main entrance - Curbside drop off / East side on school on 26th Street

Rear entrance - Drive through drop off / West side of school enter through alley off of Island Street

\*Students riding bicycles to school may enter through rear entrance, walk bicycle up student ramp and bike racks are provided to secure bicycles.

## After School Dismissal

Students are dismissed at their respective times and are expected to exit the campus immediately following dismissal. Students involved in after school activities must be in their designated areas. Students will not be permitted to “hang out” after school. Any student not gone after 15 minutes of dismissal will be brought into campus.

MONDAY, TUESDAY, THURSDAY, FRIDAY:

2:55 PM Dismissal Grade 6

2:57 PM Dismissal Grade 7

3:00 PM Dismissal Grade 8

WEDNESDAY:

12:41 PM Dismissal Grade 6

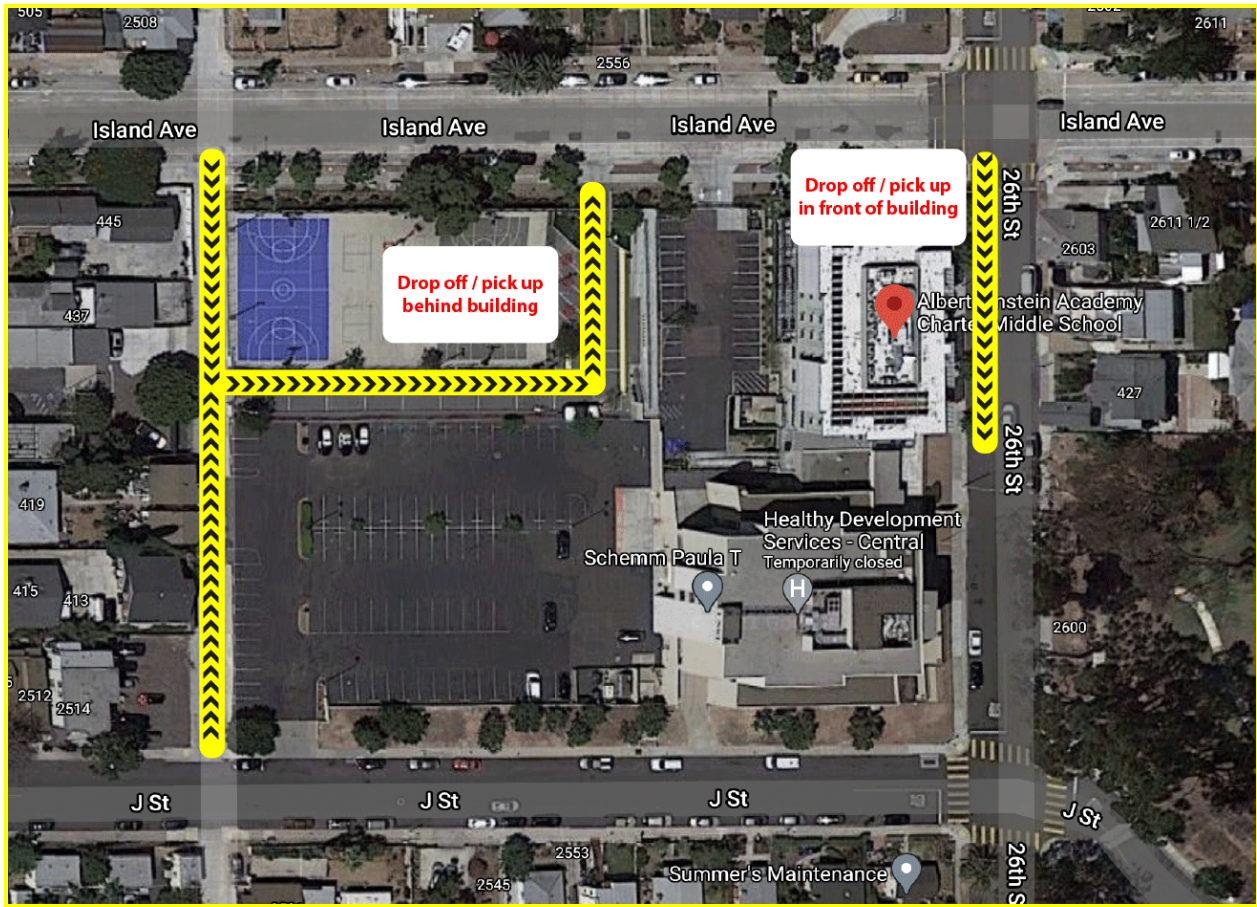
12:43 PM Dismissal Grade 7

12:45 PM Dismissal Grade 8

### Pick up locations:

Main entrance - Curbside drop off / East side on school on 26th Street

Rear entrance - Drive through drop off / West side of school enter through alley off of Island Ave or J Street



# AEACS Safe Ingress and Egress - Visitation Policy

# H. Rules and Procedures on School Discipline

AEA Suspension and Expulsion Policy



# **Student Handbook Middle School 2021-2022**

458 26th Street  
San Diego, CA 92102  
Phone: (619) 780-0400  
Fax: (619) 780-0986

[www.aeacs.org](http://www.aeacs.org)

# This Student Planner Belongs to:

NAME: .....

ADDRESS: .....

CITY: ..... ZIP CODE: .....

PHONE: .....

GRADE:.....

\*If this planner is lost, a replacement fee of \$10.00 will be charged.

## **BACK-TO-SCHOOL PRINCIPAL'S MESSAGE**

Dear Student,

Welcome to the 2026-27 school year. All the teachers and staff at Albert Einstein Academies (AEA) are eager to support you in doing your very best this upcoming year. Together we will challenge you to work hard in your academics, but we will also assist you in becoming a well-rounded, caring person who represents what it means to be an International Baccalaureate AEA student. Please remember to always act with integrity and make good choices. Take risks and try new things that will help you grow. Use kind words that make people feel good and want to be around you. Be honest even when that means admitting mistakes. Make sure everyone feels included. Take action to make the world a better place.

All of us at AEA will support you, but you have responsibilities as well. You are expected to come to school each day on time and ready to learn. You are expected to try hard and put forth your best effort in classwork and homework. You are expected to follow all school rules. In order to stay organized for school, you are expected to use this planner daily. You will use it to record assignments, take important notes, and to stay in communication with your teachers. Please share this planner with your parents and teachers so we can all work together to ensure you have a great year.

Sincerely,  
Principal Diaz

## Our School's Mission

*Teaching our children today to advance  
our shared humanity tomorrow.*



Being an IB student at Albert Einstein Academies  
means embracing the **IB Learner Profile**.



### INQUIRERS

As IB Learners we strive to:

- Nurture our curiosity
- Learn independently and with others
- Learn with enthusiasm all our life



### KNOWLEDGEABLE

As IB Learners we strive to:

- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important in our lives and for the whole world



### THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



### COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the perspectives of others
- Share our ideas respectfully



### PRINCIPLED

As IB Learners we strive to:

- Act with integrity, honesty and a strong sense of fairness and justice for all
- Take responsibility for our actions and their consequences



### OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



### CARING

As IB Learners we strive to:

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



### RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



### BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



### REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

Icons by Pimpkin on Pixabay. Poster by @W4P

## 8th Grade

PER 1	PER 2	Lunch	PER 3	PER 4	PER 5
8:00 (start)	9:25	10:50	11:30	12:25	1:50
9:20 (end)	10:45	11:25	12:20	1:45	3:00

## 7th Grade

PER 1	PER 2	PER 3	Lunch	PER 4	PER 5
8:00 (start)	9:15	10:45	11:40	12:15	1:40
9:10 (end)	10:40	11:35	12:10	1:35	2:57

## 6th Grade

PER 1	PER 2	PER 3	Lunch	PER 4	PER 5
8:00 (start)	9:20	10:45	12:20	12:55	1:45
9:10 (end)	10:40	12:15	12:50	1:40	2:55

## Wednesday Schedule

8:00am - 1:00pm

### 6th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:45	9:45	10:40	11:40	12:45
8:40 (end)	9:40	10:35	11:35	12:45	1:00

### 7th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:45	9:50	10:45	11:45	12:45
8:40 (end)	9:45	10:40	11:40	12:45	1:00

### 8th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:50	9:55	10:50	11:50	12:45
8:45 (end)	9:50	10:45	11:45	12:45	1:00

Daily Schedule

Regular Bell Schedule

School Hours

Monday, Tuesday, Thursday, and Friday:

8:00am - 3:00pm

\*\*\*

## Who's Who at Albert Einstein Academies Charter Middle School

**Superintendent:** Dr. Sciarretta

dsciarretta@aeacs.org

**Principal:** Dr. Diaz

adiaz@aeacs.org

**Assistant Principal:** Dr. Diaz

jdiaz@aeacs.org

**IB Coordinator:** Mrs. Julius

cjulius@aeacs.org

**Front Office Staff:**

Laura Ferrer lferrer@aeacs.org

April Schaffer aschaffer@aeacs.org

**School Psychologist:** Ms Stephanie Kennedy

skennedy@aeacs.org

**School Counselor:** Mrs. Solorio

mosolorio@aeacs.org

For contact information for all staff and faculty, please refer to our website:

<https://www.aeacms.org/directory/>

\*\*\*

### International Baccalaureate






International Baccalaureate (IB) provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The Middle Years Program (MYP) emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. The IB approach drives all aspects of student life at Albert Einstein Academy Charter Middle School: academics, behavioral, and extra-curricular.



## Approaches to Learning (ATL)

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Through ATL, you will develop skills that have relevance across the curriculum and help you “learn how to learn”.

How can I be an effective learner?

<b>COMMUNICATION</b>		<b>INTERACTION</b> I can exchange thoughts, messages and information effectively through interaction.
		<b>LANGUAGE</b> I can read, write and use languages to communicate information effectively.
<b>SOCIAL</b>		<b>COLLABORATION</b> I can work effectively with others.
		<b>INFORMATION LITERACY</b> I can find, interpret, judge and create information.
<b>RESEARCH</b>		<b>MEDIA LITERACY</b> I can interact with media to use and create ideas and information.

ATL Skill clusters from MYP:FPIP (2014) @sjtylr [Icons by Freepik on Flaticon]

**SELF-MANAGEMENT**



**AFFECTIVE SKILLS**

I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



**ORGANIZATION SKILLS**

I can manage my time and tasks effectively. I use technology well.



**REFLECTION**

I can (re)consider the process of learning. I can choose and use effective ATL skills.



**CRITICAL THINKING**

I can analyse and evaluate issues and ideas.

**THINKING**



**CREATIVE THINKING**

I can generate new ideas and perspectives.



**TRANSFER**

I can use knowledge and skills in new contexts.

## Frequently Asked Questions

### Where can I check my grades and see my assignments?

Course assignments and grades are accessible using the Canvas system.

<https://aeacs.instructure.com/login/canvas>

### How do I get a hold of my teachers?

Email is the easiest and most efficient way to get a hold of teachers directly. All email addresses can be found on the school website:

<http://www.aeacms.org/directory>

You will also be able to contact teachers through canvas once enrolled in their course.

### Will I use computers in class?

Students will have access to a Chromebook in every class. Respect of this technology will be firmly enforced per the AEACMS Technology Policy.

## AEACMS Student Code of Conduct and Procedures

### Morning Arrival

- Campus opens at 7:30AM. Students are not permitted on campus before 7:30AM and there is no supervision before this time.
- Classrooms open at 8:05AM and school begins at 8:20AM.

### After School Dismissal

- Students are dismissed at 3:05PM and are expected to exit the campus immediately following dismissal.
- Students involved in afterschool activities must be in their designated areas/classrooms..
- Students will not be permitted to “hang out” after school. Any student not gone by 3:30 pm will be brought into the MPR to be supervised.

### Behavior Befitting of an IB Student

All AEACMS students are expected to behave in a manner that is befitting of the IB Learner Profile. Any behavior that does not represent the

AEACMS vision and mission will be addressed appropriately by all members of the school staff.

### Passing Period Behavior

- Students are to walk inside at all times.
- Students are to use inside voices and behaviors.
- Students should only be on a floor where they have a class unless they have teacher permission.
- Students will follow teacher instructions at all times.

### Nutrition Break and Gum

- No GUM on campus.
- No caffeine drinks, energy drinks or soda will be permitted: water, juice, and milk only.

### Personal Technology Devices

- Students are not permitted to have their personal devices out at any time during the school day. This includes phones, ipads, ipods, mp3 players, Kindles, e-readers, personal gaming devices and computers.
- Personal devices are to be kept in backpacks as soon as they step on campus and until they step off campus.
- The only exception to this policy is if a teacher allows the use of a personal device for an instructional activity.
- If a student needs to make a phone call they are to go to the front desk.

### Acceptable Use of School Technology

- Students are expected to treat school technology with the appropriate care at all times. If it is determined that school technology was damaged due to reckless or inappropriate behavior, parents may be required to pay for repair or replacement.
- Any student who accesses another student’s account may lose technology privileges and may be subject to more serious consequences, including suspension or expulsion.
- If a student repeatedly misuses technology, does not follow the AEACMS Acceptable Use Policy, they may lose the privilege of using technology while on campus.
- Students may not listen to music in class unless approved by the teacher.

## Stairs

- Never more than two people walking side-by-side on stairs.
- No skipping stairs.
- No trying to pass people.
- Main Staircase: Single file and stay to the right
- Stairwells:
  - Both stairwells are UP for first period ONLY.
  - After first period, the SOUTH stairwell is UP and NORTH is DOWN.
  - End of the day both stairwells are DOWN.

## Lunch Time

- Pay for meals at mymealtime.com
- Students purchasing lunch form a single file line towards the changing rooms.
- Students with a sack lunch go straight to the lunch tables.
- All students must start lunch in the MPR.
- Students must be given permission before exiting the MPR for clubs or to go to the athletic courts.
- Students are expected to clean up their own lunch mess.

## Uniforms

Students must be in uniform during the school day, Students out of uniform will be given a loaner or asked to put on their PE uniform. Students repeatedly out of uniform will have a meeting with the Principal with their parents present.

### The AEACMS Uniform:

- Dockers/Dickies-type navy or khaki trousers or shorts (no denim or spandex blends).
- Skirts, skorts, and plaid bottoms are allowed.
- Tights and leggings must either be white, tan, or navy.
- White or blue polo-type shirt with logo.
- Navy Blue sweatshirt or jacket with logo.
- Students can wear AEA T-shirts on Fridays.
- Navy or tan beanie or baseball caps with logo (outside use only).
- Must wear PE uniform during PE

## Academic Honesty Policy

Academic Honesty in IB is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment” (IB, 2007).

### Developing Skills in Academic Honesty

- Find information: organizing multiple sources, implementing intellectual property rights
- Interpret information: evaluating and verifying
- Judge information: analyzing for appropriateness and bias
- Create information: processing, synthesizing, reporting, and communicating

### What is Academic Dishonesty?

Academic Dishonesty in IB specifically refers to plagiarism, collusion, and cheating. Cheating can take many forms, including duplication of work.

- Plagiarism: The representation of the ideas or work of another person as the student’s own.
- Collusion: Supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.
- Duplication of work: A form of cheating that is defined as the presentation of the same work for different assessment components.

### Consequences of Academic Dishonesty

If a student is found to be intentionally academically dishonest, the student’s guardians will be notified. The student will get the opportunity to redo their task in a way that demonstrates their ability to put into practice the AEACMS definition of academic honesty. However, student’s scores on their Approaches to Learning Skills will be penalized in the areas of self management and work completion. For any subsequent incidents of academic dishonesty, the student’s guardians will again be informed, and the case will be referred to the site principal for further action.

\*\*\*

## Student Planner Guidelines

- Students are required to bring their planners to and from school each day
- Students are required to record homework assignments in planner each day
- Parents should review planners each evening with their child
- Parents and teachers are encouraged to use planners as vehicle for communication between school and home by writing notes of information and concern
- Students will be charged for the replacement costs of lost planners

\*\*\*

## Albert Einstein Academy Student Handbook Commitment

Please sign and date this form.

I have read and understood the information in this student handbook. (Parents, please read and discuss the student handbook with your child.)

I promise to respect all school policies and honor the Albert Einstein Academy Student Pledge (see Student Code of Conduct)

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **I. Bullying Prevention Policies**

The AEA bullying policy can be found within the AEA Uniform Complaint Policy or [on the AEA website here.](#)

# **J. Instructional Continuity Plan**

# 2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Albert Einstein Academies	Albert Einstein Academies	Dr. David Sciarretta	dsciarretta@aeacs.org

## Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 10, 2025 and adopted by Albert Einstein Academies on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Starting July 1, 2025, all California public schools must include an Instructional Continuity Plan (ICP) as part of their Comprehensive School Safety Plan (CSSP), as required by Senate Bill 153. Albert Einstein Academies (AEA) has developed this plan to ensure that students can continue learning during emergencies, such as natural disasters or unexpected school closures. As a classroom-based school, Albert Einstein Academies outlines in its ICP how it will transition to remote learning if necessary and how it will support students' academic, social-emotional, and mental health needs. The plan will be updated annually with input from staff, families, and educational partners to reflect evolving best practices. This ICP will be integrated into our CSSP by July 1, 2025, and will be required for certain state waivers beginning in the 2026-27 school year.

## Engagement with Pupils and Families

### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Albert Einstein Academies will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

## Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media

If an emergency disrupts in-person instruction or planned student services, AEA will begin contacting all impacted students within five calendar days. Communication will occur through the school's virtual platforms, including short messaging service (SMS), phone calls, email, social media, the school website and other methods as needed.

## Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

AEA has a plan in place to maintain communication during unforeseen events such as power outages or infrastructure damage. In such cases, all available messaging systems will be activated to ensure continued outreach. The school also has access to generators and alternative power sources to support communication needs. If all digital systems are down, a designated location on each campus will serve as the central point for receiving updates and coordinating in-person emergency notifications.

## Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

AEA is committed to supporting the social-emotional, mental health, and academic needs of all students, including those with special needs, during emergencies or instructional disruptions. As part of this commitment, appropriate services and supports will continue to be provided in alignment with students' Individualized Education Programs (IEPs). Special education staff will maintain regular contact and provide services to students on their caseloads. Administrative staff will collaborate closely with classroom teachers to ensure continuity of support for all students. In addition, AEA will continue to offer access to counseling services, social-emotional learning resources, and academic interventions to address individual needs and maintain student well-being.

# Access to Instruction

## Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Albert Einstein Academies will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Students will be able to access instruction through online platforms and programs (i.e. Zoom, Google Classroom). Support services will also be provided through platforms designed to meet all Individuals with Disabilities Education Act (IDEA) requirements.

## Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

AEA will resume in-person instruction once specific safety and operational conditions are met, following guidance from local, county, and state agencies. Instruction will only restart when facility conditions are safe, power and utilities are restored, and in-person attendance is deemed appropriate by public health and safety partners. Additionally, the availability of essential staff and the ability to provide meal service for students will be necessary to meet reopening.

In-Person Instruction for Student's with IEPs:

As students return to in-person learning, IEP teams will assess for any regression in skills and a reentry plan will be developed for each student, including reintegration schedules and targeted mental health supports. IEP meetings will be scheduled as needed to revise goals or services based on any new areas of need identified during the transition.

## Remote Instruction

Plans for remote instruction.

As required, Albert Einstein Academies remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

AEA ensures that students in TK–8 have regular live interaction. A tiered re-engagement plan is in place for students who miss assignments or show signs of disengagement. Instructional time will be tracked and documented to meet state requirements and ensure continuity of learning.

## Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

AEA students will retain access to remote instruction through online programs and platforms (i.e. Zoom, Google Classroom) using school-issued Chromebooks. The school will provide Wi-Fi hotspots to students who are in need of internet access at home. Instructional materials and support for students with disabilities, English

learners, and foster or homeless youth will be provided in alignment with IEPs, 504 Plans, and other applicable support plans to ensure equitable access to learning. All instruction will continue to be aligned to State standards for content area and will meet the instructional minutes required per guidance of the State.

## Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

AEA utilizes secure platforms that comply with Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), and all applicable student data privacy laws to ensure the protection of student information. Students will access and submit schoolwork through standards-aligned digital platforms that include built-in monitoring tools to track academic progress. The school's Student Information System (SIS) integrates with these platforms to maintain accurate student records and support timely interventions, including data review when in-person instruction resumes.

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Albert Einstein Academies provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that in-person learning is disrupted due to an emergency or natural disaster, AEA will follow all applicable State regulations to support the temporary reassignment of students. AEA will assist families in enrolling at or being reassigned to a nearby school district, county office of education, or charter school, as needed, ensuring continuity of learning and services for all students.

# Instructional Continuity

## Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

AEA has established clear communication protocols to keep families, students, staff, and faculty informed during emergencies or instructional disruptions. Teachers will provide daily updates on student progress through digital platforms, while the LEA will issue weekly updates focused on meal distribution, materials pick-up, and current conditions related to the emergency. Communication will be delivered through multiple channels, including SMS, email, phone calls, school websites and social media. Additionally, AEA will partner with local relocation centers to share critical information and ensure that all families stay connected and supported throughout the emergency.

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

AEA is prepared to support a smooth transition from in-person to remote learning through its existing learning model and board-adopted independent study policies. The school uses a range of digital resources to streamline access to assignments and academic content. All students are provided with 1:1 devices, and Wi-Fi hotspots are available for students identified as lacking reliable home internet access.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

AEA's instruction during emergencies will prioritize essential learning and focus on standards-aligned objectives to ensure continuity of academic progress. All digital platforms used by students are compliant with data privacy agreements and aligned to state content standards. Student progress will be monitored through ongoing assessments, and additional support will be provided as needed, including regular check-ins, and virtual office hours. Support staff will continue to serve students and adjust goals based on evolving needs. Counseling services will remain available, with group and individual sessions conducted through secure platforms to support students' social-emotional well-being.

# Access (Equity, Accessibility, and Inclusion)

## Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

AEA is committed to ensuring equity, accessibility, and inclusion for all students during any shift to remote learning. The AEA homeless and foster youth coordinator will work with staff, families and county agencies to ensure resources (electricity, food, and housing) are available during the instructional day. AEA will also partner with local social service agencies to extend support to families of students experiencing homelessness or transitional housing.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

All students with Individualized Education Programs (IEPs) have Emergency Services Plans as part of their current IEPs, ensuring continuity of services. The services and accommodations are outlined in each IEP. Students with 504 Plans will also receive their documented accommodations, with necessary adaptations made for virtual learning environments. All special education and related service providers maintain service logs to document the delivery of services. Regular communication with families is also documented through parent communication logs. Emergency Services Plans are a required component of all student IEPs and ensure that necessary services continue uninterrupted during school closures or emergencies.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learners will continue to receive targeted language acquisition support through a blended learning approach, using personalized software and virtual group sessions aligned to proficiency levels defined by the ELD standards.

## Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

If a shift to remote instruction becomes necessary, AEA is prepared to provide professional learning opportunities and resources to support educators in maintaining effective teaching and assessment practices. Teachers use standards-aligned digital platforms as part of regular instruction, including assessment tools. Within the first 10 days of transitioning to remote learning, staff will receive support on secure assessment practices, interpreting student progress accurately in a remote setting, and understanding how emergency conditions may impact instruction. Additional supports will address increased monitoring of student device usage and behavior to help identify and support any emerging social-emotional needs.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

AEA currently employs two School Psychologists and two School Counselors who provide resources to students and will continue to do so during emergencies. In the event of a disruption, these staff members will partner with social service agencies to better understand the impact of the emergency on students and collaboratively plan instruction and support strategies to address emerging needs. Psychologists and Counselors will also conduct family outreach, ensuring that students requiring more intensive mental health support have access to appropriate services through secure platforms. Services will be offered in languages other than English to meet the diverse needs of AEA families when needed.

Plans to provide access back-up, water and medicines in the event of an emergency.

AEA maintains a supply of essential resources, including backup water and basic emergency provisions, to support students and staff during short-term emergencies. For extended emergencies that may require a longer stay on campus, AEA will partner with local law enforcement and emergency responders to ensure access to additional necessary supplies. Student medical needs are documented in individual health plans, and all medications are reviewed and updated annually to ensure proper care can be provided if access to outside medical facilities is limited.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

AEA will ensure continuity of support services during emergency situations, whether instruction shifts to an online or hybrid model. Special education services will continue through virtual platforms, with digital delivery aligned to student IEPs. If in-person services are possible but the school site is unavailable, the IEP team will work together to identify potential alternative locations. Counseling services will continue through secure virtual platforms, maintaining both individual and group supports. Afterschool programs will be adapted to an online format as needed to continue enrichment and engagement. Food services will continue when possible, with collaborative planning to determine the most effective and accessible distribution methods for families.

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

AEA will involve administrators, faculty, students, and parents in the development and implementation of the Instructional Continuity Plan (ICP) through a collaborative, feedback-driven process. As part of the annual Comprehensive Schoolwide Safety Plan process, surveys focused on safety needs and emergency preparedness will be shared with all educational partner groups to gather input. Additionally, families and staff will have the opportunity to provide feedback on the plan to ensure it reflects the diverse needs and strengths of the school community. This collaborative input will guide decision-making and ensure the ICP is both practical and responsive to meet the needs of the AEA community.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

AEA will resume in-person instruction once specific safety and operational conditions are met, following guidance from local, county, and state agencies. Instruction will only restart when facility conditions are safe, power and utilities are restored, and in-person attendance is deemed appropriate by public health and safety partners. Additional requirements include the availability of essential staff and the ability to provide meal service for students. If these conditions cannot be met on campus, AEA will explore the use of alternative sites to ensure the safe continuation of instruction and support services.

## Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Albert Einstein Academies's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Albert Einstein Academies's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

## Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually  
Facilitated by the AEA Safety Committee  
Educational partner input  
Collaboration, as appropriate, local agencies (law enforcement, fire, social services)

## **K. Immigration Enforcement Activity Notification and Policy**



## **AEA Community Board Approved Policies**

### **C7: IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

#### **I. PURPOSE AND COMMITMENT**

Albert Einstein Academies (“AEA” or the “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. AEA supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

AEA finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by AEA as “sensitive locations” under state law, and seeks commitments from contractors and service providers not to facilitate immigration enforcement at these locations unless law requires it.

AEA provides the Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings on campus, and is available on the school website.

AEA also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Student/Family Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

#### **II. DEFINITIONS**

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
- “*Schoolsite*” means an individual school campus, a non-public area where we hold school-related activities, or school buses and other transportation we provide.

#### **III. ANTI-DISCRIMINATION AND HARASSMENT**

AEA prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to schoolsites, at school-related events, and through school-owned technology.



AEA promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. AEA educates students to respect all peers regardless of protected characteristics and teaches them about bullying's negative impact.

AEA trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

AEA' Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

#### **IV. STUDENT INFORMATION COLLECTION AND PROTECTION**

##### **General Principles**

AEA does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. AEA does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. AEA does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

##### **Enrollment Documentation**

**For Proof of Residency**, AEA accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

**For Age Verification**, AEA accepts:



- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

### **Special Program Information**

When law requires national origin information for special programs (such as language instruction for English learners), AEA collects it separately from enrollment. AEA may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. AEA does not use this information to discriminate or prevent enrollment if families choose not to provide it.

### **Social Security Information**

AEA does not collect entire social security numbers or cards for enrollment. AEA may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, AEA explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, AEA notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

AEA treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

## **V. SHARING STUDENT INFORMATION**

### **General Policy**



AEA requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

AEA's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case, AEA does not release it. AEA permanently keeps consent notices with record files.

AEA avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. AEA provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

**FERPA exceptions do not authorize disclosure for immigration enforcement purposes.** Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Educational Records and Student Information Policy upon request and/or on the school website. AEA provides annual notice of this policy, including directory information and opt-out rights.

### **Immigration Enforcement Officers**

Without a valid judicial warrant or subpoena, or court order, AEA does not disclose student education records or any personally identifiable information about students or their families, in any form to, immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or court order requires disclosure, AEA notifies parents or guardians as soon as practicable.

### **Response to Information Requests**

When AEA receives information requests related to immigration or citizenship status of a student, staff:



1. Notify a designated school official
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

## VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, AEA does not permit immigration enforcement officers to enter nonpublic areas of a schoolsite for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, AEA requests they not interrupt students and faculty during class time and instead wait until a designated break period.

### Response Procedures

Staff notify the schoolsite administrator or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a schoolsite:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the site administrator
2. **Purpose:** Ask and document the official's stated reason for being at the schoolsite
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing schoolsite access
4. **Record Keeping:** Make and retain copies of documentation the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the schoolsite) and demands immediate access, comply with orders and immediately contact the site administrator
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
  - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to **nonpublic areas of the schoolsite** and immediately refer the matter to the site administrator. *Nonpublic areas include portions of the school's property that are not freely accessible to the general public, parents, students, or visitors without invitation or supervision. These areas include, but are not limited to, classrooms, administrative offices, front office spaces, staff-only areas, and other interior facilities.*
  - o **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult schoolsite administrator or legal counsel for next steps



- o **Subpoena:** Physical access to the schoolsite is not required. Subpoenas seek documents. Inform the schoolsite administrator and await instructions. Do not permit entry to nonpublic areas
- 7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
- 8. **Parental Notification:** The schoolsite administrator may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
- 9. **Required Notifications:**
  - o The Superintendent or designee submits a timely report to the Board of Trustees regarding immigration enforcement requests, actions, and AEA' responses, ensuring confidentiality of potentially identifying information
  - o The Superintendent or designee emails the Bureau of Children's Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) regarding any immigration enforcement official's attempt to access the school site or a student
  - o AEA follows its Comprehensive Schoolwide Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when AEA confirms immigration enforcement presence on campus

## VIII. SUPPORT FOR AFFECTED FAMILIES

### Emergency Preparedness

AEA encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

AEA permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. AEA uses emergency card information only for specified emergencies, not for other purposes.

### Caregiver Authorization Affidavits

AEA encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. AEA will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).



### **When Parents Are Detained or Deported**

If immigration authorities detain or deport a student's parent or guardian, AEA:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

### **Family Safety Plans**

AEA encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

### **Additional Resources**

When a family member is detained, AEA may refer students and families to:

**ICE Detainee Locator** (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- **Note:** Use this only to locate detained individuals. AEA never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

### **Legal Assistance**

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance: <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

### **Consulates or Embassies**

- The parent's or guardian's country of origin may offer additional information and assistance



**BOARD APPROVED POLICY**

**Approved and Adopted: February 10, 2026**

**Revised: [date]**



## **Políticas aprobadas por la Junta Comunitaria de AEA**

### **C7: POLÍTICA DE ACTIVIDAD DE APLICACIÓN DE INMIGRACIÓN**

#### **I. PROPÓSITO Y COMPROMISO**

Las Academias Albert Einstein (“AEA” o la “Escuela Charter”) fomentan un entorno seguro y acogedor donde todos los estudiantes, educadores y personal se sienten apoyados y conectados. AEA apoya el derecho de todos los estudiantes a la educación, independientemente de su estatus migratorio. La ley estatal exige que todas las escuelas públicas adopten políticas al respecto.

AEA considera que las instalaciones escolares, las actividades escolares oficiales (incluidas las que se llevan a cabo en lugares públicos), las áreas adyacentes y todas las propiedades propiedad de, controladas o arrendadas por AEA son “lugares sensibles” según la ley estatal, y busca compromisos de los contratistas y proveedores de servicios para no facilitar la aplicación de la ley migratoria en estos lugares a menos que la ley lo requiera.

AEA proporciona al Procurador General *Conozca sus derechos educativos* Se entrega a todas las familias al momento de la inscripción. Este folleto también se publica en todos los edificios administrativos del campus y está disponible en el sitio web de la escuela.

AEA también proporciona información sobre los derechos educativos de los niños contenidos en esta Política, a todas las familias al momento de la inscripción y/o con el Manual del Estudiante/Familia.

Todos los avisos, materiales de inscripción, información de registro y procedimientos de quejas son accesibles en cualquier idioma de conformidad con las leyes estatales y federales.

#### **II. DEFINICIONES**

- “*Aplicación de la ley migratoria*” incluye cualquier esfuerzo para investigar, hacer cumplir o ayudar a investigar o hacer cumplir la ley federal de inmigración civil, y cualquier esfuerzo para investigar, hacer cumplir o ayudar a investigar o hacer cumplir la ley federal de inmigración penal que penaliza la presencia, entrada, reingreso o empleo de una persona en los Estados Unidos.
- “*Sitio escolar*” significa un campus escolar individual, un área no pública donde realizamos actividades relacionadas con la escuela, o autobuses escolares y otros transportes que proporcionamos.

#### **III. ANTIDISCRIMINACIÓN Y ACOSO**



AEA prohíbe la discriminación, el acoso, la intimidación y el acoso escolar basados en características protegidas, incluyendo, entre otras, estatus migratorio, nacionalidad, raza, etnia, ciudadanía, color, religión, origen nacional, ascendencia o asociación con cualquier grupo protegido. Esto aplica a las escuelas, a los eventos escolares y a través de la tecnología escolar.

AEA investiga con prontitud y exhaustividad las denuncias de acoso o discriminación ilegal y toma las medidas correctivas pertinentes cuando corresponde. AEA educa a los estudiantes para que respeten a sus compañeros, independientemente de sus características protegidas, y les enseña sobre el impacto negativo del acoso escolar.

AEA capacita a docentes, personal y empleados para que reconozcan su deber legal de eliminar entornos hostiles y responder a incidentes de acoso, e informa a los estudiantes que experimentan crímenes de odio sobre su derecho a denunciarlos.

La Política y procedimientos uniformes de quejas de AEA y la Política sobre acoso, discriminación, intimidación y hostigamiento están disponibles para su revisión a pedido y/o en el sitio web de la escuela.

#### **IV. RECOPIACIÓN Y PROTECCIÓN DE INFORMACIÓN ESTUDIANTIL**

##### **Principios generales**

AEA no solicita documentos, información ni comprobantes de ciudadanía o inmigración para la inscripción, salvo los documentos que podríamos revisar, pero no conservar, para determinar la fecha de nacimiento del niño. AEA no recopila información sobre la ciudadanía o el estatus migratorio de los estudiantes ni de sus familias, excepto cuando la ley estatal o federal lo exige para administrar programas educativos. AEA no:

- Permitir que los recursos o datos escolares creen registros basados en raza, género, orientación sexual, religión, etnia u origen nacional
- Preguntar sobre la ciudadanía o el estado migratorio de los estudiantes o sus padres.
- Exigir documentación que pueda indicar el estatus migratorio (tarjetas verdes, registro de votante, pasaportes, documentos de ciudadanía) con exclusión de otros documentos permitidos
- Utilizar cualquier información que la escuela pueda poseer sobre el estado migratorio, el estado de ciudadanía o el origen nacional para discriminar a estudiantes o familias o impedir la inscripción de niños.

##### **Documentación de inscripción**

**Para prueba de residencia, AEA acepta:**

- facturas de impuestos sobre la propiedad
- Contratos de alquiler, arrendamientos o recibos de pago



- Contratos de servicios públicos, estados de cuenta o recibos de pago
- Talones de pago
- Registro de votantes
- Correspondencia de agencias gubernamentales
- Declaración de residencia otorgada por el padre o tutor legal

**Para verificación de edad**, AEA acepta:

- Acta de nacimiento certificada
- Declaración del registrador local o del registrador del condado que certifique la fecha de nacimiento
- certificado de bautismo
- Pasaporte
- Cuando no haya ninguno disponible, una declaración jurada del padre, tutor o custodio, u otra prueba apropiada

En la mayoría de los casos, basta con un solo documento de cada categoría. Los documentos de verificación de edad (por ejemplo, actas de nacimiento o pasaportes) que revelen la situación migratoria o de ciudadanía se utilizarán únicamente para verificar la edad y no se conservarán en el expediente académico del estudiante.

Los estudiantes que experimentan falta de vivienda pueden inscribirse incluso sin la documentación típica si son elegibles, de conformidad con la Ley de Asistencia para Personas sin Hogar McKinney-Vento.

### **Información del programa especial**

Cuando la ley exige información sobre el origen nacional para programas especiales (como la enseñanza de idiomas para estudiantes de inglés), AEA la recopila por separado de la inscripción. AEA puede solicitar (pero no exigir) el lugar de nacimiento, la fecha de entrada a EE. UU. y la fecha de la primera asistencia a una escuela estadounidense. AEA no utiliza esta información para discriminar ni impedir la inscripción si las familias deciden no proporcionarla.

### **Información del Seguro Social**

AEA no recopila números ni tarjetas de Seguro Social completos para la inscripción. AEA puede solicitar los últimos cuatro dígitos del número de Seguro Social de un miembro adulto del hogar únicamente para determinar la elegibilidad para programas de beneficios federales (como comidas gratuitas o a precio reducido). Cuando se solicita dicha información, AEA explica este propósito limitado y aclara que no proporcionarle no impide la inscripción.

Para el formulario de Comidas Gratuitas o a Precio Reducido, AEA notifica a los padres que:



1. Si algún miembro del hogar participa en CalFresh, CalWORKs o FDPIR, ningún adulto necesita proporcionar información del número de Seguro Social.
2. Si ningún miembro del hogar participa en estos programas y ningún adulto tiene un número de Seguro Social, el estudiante aún puede calificar según sus ingresos marcando la casilla "Sin SSN".

AEA trata a todos los estudiantes de manera equitativa al recibir servicios escolares, incluidos programas de almuerzo, transporte e instrucción educativa.

## V. COMPARTIR INFORMACIÓN ESTUDIANTIL

### **Política general**

AEA requiere el consentimiento escrito de los padres (o el consentimiento de los estudiantes mayores de 18 años) antes de divulgar información personal identificable del estudiante, excepto cuando FERPA permite la divulgación sin consentimiento (como información de directorio o información relevante para intereses educativos legítimos).

Las solicitudes de consentimiento por escrito de AEA incluyen:

- Firma y fecha del padre, tutor o estudiante elegible
- Descripción de los registros divulgados
- Motivo de la liberación
- Partes que reciben la información
- Si se solicita, una copia de los registros

Los padres pueden optar por no otorgar dicho consentimiento, en cuyo caso AEA no lo divulga. AEA conserva permanentemente las notificaciones de consentimiento en los archivos de registro.

AEA evita divulgar información que pueda indicar la ciudadanía o el estatus migratorio de un estudiante o su familia, a menos que la Ley de Derechos Educativos y Privacidad Familiar (FERPA), otras leyes federales o estatales, o una orden judicial válida lo autorice. AEA notifica a los padres o tutores antes de responder a órdenes judiciales, órdenes judiciales o citaciones, excepto en investigaciones de abuso o negligencia infantil o cuando la orden judicial prohíba la divulgación.

**Las excepciones de FERPA no autorizan la divulgación para fines de control de inmigración.** La aplicación de las leyes de inmigración no responde a un interés educativo legítimo, y el estatus migratorio no es información de directorio.

Las familias pueden consultar nuestra Política completa de Registros Educativos e Información Estudiantil si la solicitan o en el sitio web de la escuela. AEA publica un aviso anual sobre esta política, que incluye información del directorio y derechos de exclusión.



### **Oficiales de control de inmigración**

Sin una orden judicial válida o una citación, o una orden judicial, AEA no divulga los registros educativos de los estudiantes ni ninguna información de identificación personal sobre los estudiantes o sus familias, en ninguna forma, a los oficiales de control de inmigración que llevan a cabo una acción de control de inmigración sin el consentimiento escrito de los padres, incluida la dirección del hogar de los estudiantes y los horarios de viaje.

Cuando una orden judicial, citación u orden judicial válida requiere la divulgación, AEA notifica a los padres o tutores lo antes posible.

### **Respuesta a solicitudes de información**

Cuando AEA recibe solicitudes de información relacionadas con el estado migratorio o de ciudadanía de un estudiante, el personal:

1. Notificar a un funcionario escolar designado
2. Proporcionar a los estudiantes y a las familias un aviso adecuado y una descripción de la solicitud.
3. Documentar solicitudes verbales o escritas de las autoridades de inmigración
4. A menos que esté prohibido, proporcionar a los estudiantes y a los padres copias de los documentos emitidos por los agentes de control de inmigración.

## **VI. ACCESO AL CAMPUS PARA EL CONTROL DE LEYES DE INMIGRACIÓN**

De acuerdo con la ley de California, AEA no permite que los agentes de inmigración entren en áreas no públicas de un plantel escolar para realizar actividades de control migratorio a menos que presenten una orden judicial válida. Si un agente de la ley presenta dicha documentación, AEA solicita que no interrumpa a los estudiantes ni al profesorado durante las clases y que, en su lugar, espere hasta el descanso designado.

### **Procedimientos de respuesta**

El personal notifica al administrador del sitio escolar o a la persona designada lo antes posible sobre cualquier solicitud de un funcionario de control de inmigración para el acceso de estudiantes, acceso al campus o revisión de documentos.

El personal toma estos pasos cuando un funcionario de inmigración o cualquier otro funcionario encargado de hacer cumplir la ley llega a un recinto escolar:

1. **Contacto inicial:** Explique al funcionario que el personal primero debe notificar y recibir instrucciones del administrador del sitio.
2. **Objetivo:** Pregunte y documente el motivo declarado por el funcionario para estar en el recinto escolar.

3. **Documentación:** Solicitar y copiar las credenciales del oficial (nombre y número de placa) y el número de teléfono del supervisor, y presentar la documentación que autorice el acceso al sitio escolar.
4. **Mantenimiento de registros:** Hacer y conservar copias de la documentación que el funcionario produce
5. **Circunstancias exigentes:** Si el funcionario declara circunstancias exigentes (como un delito grave en curso en el sitio escolar) y exige acceso inmediato, cumpla con las órdenes y comuníquese de inmediato con el administrador del sitio.
6. **Niveles de respuesta:** Si no existen circunstancias apremiantes, responda de acuerdo a la documentación del funcionario:
  - o **ICE u otra orden administrativa:** En el caso de órdenes judiciales no firmadas por un juez, no se permitirá la entrada. **Áreas no públicas del recinto escolar** remitir inmediatamente el asunto al administrador del sitio. **Áreas no públicas** Incluyen partes de la propiedad escolar que no son de libre acceso para el público en general, padres, estudiantes o visitantes sin invitación ni supervisión. Estas áreas incluyen, entre otras, aulas, oficinas administrativas, espacios de recepción, áreas exclusivas para el personal y otras instalaciones interiores.
  - o **Orden judicial o mandato judicial emitido por un tribunal** Generalmente, se requiere el cumplimiento de lo descrito en la orden judicial. Cuando sea posible, consulte con el administrador de la escuela o con un asesor legal para los siguientes pasos.
  - o **Citación** No se requiere acceso físico al recinto escolar. Las citaciones solicitan documentos. Informe al administrador del recinto escolar y espere instrucciones. No permita la entrada a áreas no públicas.
7. **Cooperación sin consentimiento** Si bien el personal no debe consentir el acceso, salvo en los casos descritos anteriormente, no debe obstaculizar físicamente a los agentes del orden público, incluso si parecen exceder la autorización de la orden judicial. Documente las acciones de los agentes del orden público si entran sin consentimiento.
8. **Notificación a los padres:** El administrador de la escuela puede notificar el consentimiento de los padres o tutores del estudiante si un funcionario encargado de hacer cumplir la ley solicita u obtiene acceso a un estudiante para fines de control de inmigración, a menos que el acceso sea en virtud de una orden judicial.
9. **Notificaciones requeridas:**
  - o El Superintendente o su designado presenta un informe oportuno a la Junta Directiva sobre las solicitudes de control migratorio, las acciones y las respuestas de AEA, garantizando la confidencialidad de la información potencialmente identificable.
  - o El Superintendente o su designado envía un correo electrónico a la Oficina de Justicia Infantil a [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) con respecto al intento de cualquier funcionario de control de inmigración de acceder al sitio escolar o a un estudiante



- o AEA sigue los procedimientos de su Plan Integral de Seguridad Escolar para notificar a los padres, tutores, estudiantes, maestros, administradores y personal cuando AEA confirma la presencia de agentes de inmigración en el campus.

## **VIII. APOYO A LAS FAMILIAS AFECTADAS**

### **Preparación para emergencias**

AEA alienta a las familias a tener números de teléfono de emergencia y saber dónde guardan la documentación importante (certificados de nacimiento, pasaportes, tarjetas de Seguro Social, contactos médicos, listas de medicamentos, listas de alergias) para prepararse para una posible detención o deportación de un miembro de la familia.

AEA permite y anima a los estudiantes y familias a actualizar su información de contacto de emergencia durante el año escolar y a proporcionar contactos alternativos cuando no haya padres o tutores disponibles. Las familias pueden incluir a un tutor adulto de confianza como contacto de emergencia secundario o terciario en caso de que los padres o tutores sean detenidos. AEA utiliza la información de la tarjeta de emergencia solo para emergencias específicas, no para otros fines.

### **Declaraciones juradas de autorización del cuidador**

AEA anima a las familias a apoyar a los cuidadores familiares en la preparación de una Declaración Jurada de Autorización de Cuidadores. AEA se basará en una Declaración Jurada firmada y completa para permitir que un cuidador autorizado inscriba a un estudiante en la escuela y dé su consentimiento para la atención médica relacionada con la escuela. No se requiere la firma de los padres en la Declaración Jurada de Autorización de Cuidadores. Este formulario está disponible [AQUÍ](#).

### **Cuando los padres son detenidos o deportados**

Si las autoridades de inmigración detienen o deportan al padre o tutor de un estudiante, AEA:

- Utiliza la información de contacto de la tarjeta de emergencia del estudiante para liberarlo a los contactos de emergencia designados.
- Entrega al estudiante a un adulto que presente una Declaración Jurada de Autorización del Cuidador en nombre del estudiante.
- Se comunica con los servicios de protección infantil si la escuela no puede organizar una atención oportuna a través de contactos de emergencia, una declaración jurada de autorización del cuidador u otra información o instrucciones proporcionadas por los padres.

### **Planes de seguridad familiar**



AEA anima a las familias a desarrollar Planes de Seguridad Familiar para guardarlos en lugares conocidos. Estos planes identifican a adultos de confianza que pueden cuidar a los estudiantes si los padres o tutores no pueden. Los estudiantes deben saber quién es su adulto de confianza, que persona es su contacto si sus padres son detenidos o deportados, y cómo contactarlos.

### **Recursos adicionales**

Cuando un miembro de la familia es detenido, AEA puede remitir a los estudiantes y sus familias a:

#### **Localizador de detenidos de ICE (<https://locator.ice.gov/odls/#/search>)**

- Ayuda a determinar si hay miembros de la familia detenidos y dónde se encuentran.
- Requiere fecha de nacimiento y Número de Registro de Extranjero (Número A) si está disponible
- **Nota:** Use esto únicamente para localizar a personas detenidas. AEA nunca remite a estudiantes, padres o tutores al ICE ni a las autoridades migratorias para consultas generales sobre estatus migratorio.

### **Asistencia legal**

- Las organizaciones de asistencia jurídica pueden lograr la liberación de los padres detenidos u organizar visitas de estudiantes.
- Organizaciones de California acreditadas por la Junta de Apelaciones de Inmigración: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- Centros de autoayuda de los tribunales de California para asistencia en derecho familiar: <https://selfhelp.courts.ca.gov/es>
- Oficinas de asistencia jurídica y servicios de referencia de abogados: <https://selfhelp.courts.ca.gov/es/obtenga-ayuda-legal>

### **Consulados o Embajadas**

- El país de origen del padre o tutor puede ofrecer información y asistencia adicional.

### **POLÍTICA APROBADA POR LA JUNTA**

**Aprobado y adoptado: 10 de febrero de 2026**

**Revisado: [fecha]**