



# Thomas Edison Charter Academy

## School Site Emergency and Safety Plan

## PREFACE

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System (update this with new code and charter code references). It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

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

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## Section A: Child Abuse Reporting Procedures

All Thomas Edison Charter Academy staff members are, by law, “Mandatory Reporters” of any suspected abuse or neglect. The primary goal of the education system is to teach. In order to achieve this, it is sometimes necessary to remove barriers that impede a child's ability to learn. In addition to penalties for not reporting abuse and neglect, all States provide immunity from civil liability and criminal penalty for mandated reporters who report in good faith. In other words, the law requires educators to report suspected child abuse and neglect, provides protection for those educators who become involved, and penalizes those who fail to meet their obligations.

*Information for Staff:*

### Recognizing signs of Child Abuse:

From resource: <https://www.childwelfare.gov/pubPDFs/signs.pdf>

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination. If you do suspect a child is being harmed, reporting your suspicions may protect the child and get help for the family. Any concerned person can report suspicions of child abuse and neglect. Some people (typically certain types of professionals) are required by law to make a report of child maltreatment under specific circumstances—these are called mandatory reporters.

*For more information, see the Child Welfare Information Gateway publication, Mandatory Reporters of Child Abuse and Neglect:*

*[www.childwelfare.gov/systemwide/laws\\_policies/statutes/manda.cfm](http://www.childwelfare.gov/systemwide/laws_policies/statutes/manda.cfm)*

*For more information about where and how to file a report, contact your local child protective services agency or police department.*

*An additional resource for information and referral is the Childhelp® National Child Abuse Hotline (800.4.A.CHILD).*

### Recognizing Child Abuse

The following signs may signal the presence of child abuse or neglect.

#### The Child:

- Shows sudden changes in behavior or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes

- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home.

The Parent:

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child’s problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

## **Types of Abuse**

The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

### Signs of Physical Abuse

*Consider the possibility of physical abuse when the child:*

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

*Consider the possibility of physical abuse when the parent or other adult caregiver:*

- Offers conflicting, unconvincing, or no explanation for the child’s injury
- Describes the child as “evil,” or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

### Signs of Neglect

*Consider the possibility of neglect when the child:*

- Is frequently absent from school
- Begs or steals food or money

- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

*Consider the possibility of neglect when the parent or other adult caregiver:*

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

### Signs of Sexual Abuse

*Consider the possibility of sexual abuse when the child:*

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

*Consider the possibility of sexual abuse when the parent or other adult caregiver:*

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

### Signs of Emotional Maltreatment

*Consider the possibility of emotional maltreatment when the child:*

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

*Consider the possibility of emotional maltreatment when the parent or other adult caregiver:*

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

#### Resources on the Child Welfare Information Gateway Website

Child Abuse and Neglect [www.childwelfare.gov/can/index.cfm](http://www.childwelfare.gov/can/index.cfm)

Defining Child Abuse and Neglect [www.childwelfare.gov/can/defining/](http://www.childwelfare.gov/can/defining/)

Preventing Child Abuse and Neglect [www.childwelfare.gov/preventing/](http://www.childwelfare.gov/preventing/)

Reporting Child Abuse and Neglect [www.childwelfare.gov/responding/reporting.cfm](http://www.childwelfare.gov/responding/reporting.cfm)

#### **If a Child Comes to You:**

- Reassure the child they did the right thing by telling you and they are not to blame.
- Don't promise them that you won't "tell."
- Tell the child what you plan to do to help protect them.
- Talk with the child if they need to vent - be ready to listen and be supportive.
- Be respectful of the child's need for, or dislike of touching while trying to comfort them...do so with caution and only with the child's permission.

#### **Reporting Disclosures:**

- Your job is to simply report what the child tells you, not to investigate the situation.
- Attempts to investigate may:
  - Tip off the perpetrator and cause them to flee or destroy evidence
  - Cause a child to retract if they think you don't believe them
- Mandated Reporters are not required by law to tell the parent/caretaker that a report has been made.
- However, one should keep in mind that parents/caretakers are not always the perpetrators and may not be aware that their child exhibits signs of abuse.

#### **After Reporting:**

- Consider helping the child get professional counseling.
- Find a place to help with your feelings too.

#### **How to Make a Report of Child Abuse in California**

- Immediately, or as soon as possible, call a Child Protective Services agency (Child Welfare/Child Protective Services if the abuse is occurring within the family or home or Law Enforcement if the suspected abuser is someone outside the family) to make a verbal report. **If the child is in imminent danger, call 9-1-1.**
- Inform the agency that you are a Mandated Reporter.
- File a written report within 36 hours of your verbal report (on Form SS 8572.)

#### **How to Complete the Suspected Child Abuse Report Form**

Link to form: [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf?](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?)

	SCIA 1872 (Rev. 04/2017)	<b>SUSPECTED CHILD ABUSE REPORT</b> (Pursuant to Penal Code section 11166)	Page 1 of 2 <input type="button" value="Print Form"/> <input type="button" value="Clear Form"/>			
<b>To Be Completed by Mandated Child Abuse Reporters</b> PLEASE PRINT OR TYPE		CASE NAME: _____ 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 <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
	ADDRESS Street City Zip		DATE/TIME OF PHONE CALL			
	OFFICIAL CONTACTED - NAME AND TITLE		TELEPHONE			
<b>C. VICTIM</b> <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS Street City Zip		TELEPHONE			
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> 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"/> UNK		
	1. NAME BIRTHDATE SEX ETHNICITY 2. _____		3. NAME BIRTHDATE SEX ETHNICITY 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						
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			



**SUSPECTED CHILD ABUSE REPORT**  
(Pursuant to Penal Code section 11166)

**DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572**

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

**I. MANDATED CHILD ABUSE REPORTERS**

Mandated child abuse reporters include all those individuals and entities listed 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), the 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 incident 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 incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made 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, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

**IV. INSTRUCTIONS (continued)**

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, 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 to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

**V. DISTRIBUTION**

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

Filling out the form is very easy. Basic information such as your name and address are required. However, there are some other things you should include in your report, if known, that aren't specifically asked for on the form.

Be Prepared With:

- Your name and your employer's name, address, and phone number
- Name, date of birth or approximate age and sex of child
- Present location of the child, if known
- School or daycare information including dismissal times
- Specific details on the nature and extent of the abuse, be as descriptive as possible - i.e., location of injury, size, color, pattern, shape, etc.
- Where and when the incident(s) occurred

- Risk of further abuse, or imminent danger
- Who the child lives with
- Name and address of the parent or caretaker
- Name, date of birth or approximate age, address and phone number, and relationship to the child victim of the person you suspect is abusing/neglecting the child. Also include, if possible, the present location of this person and whether or not they currently have access to the child.
- Names, ages and schools of other children in the home, not just the siblings
- Family language and ethnicity
- Knowledge of any previous CPS history or if other agencies are involved with the family
- Any known previous counties of residence - CPS will call them
- Make a note if photographs or x-rays were taken
- Try to quote exactly what was said by the child or the person accompanying the child - use quotation marks and state who was speaking
- Vulnerability of the child due to age or disability
- If there is an unrelated adult in the home
- If there are children under the age of five in the home
- If drug use is suspected
- If the child, parent/caretaker or others in the home, or suspect has a psychiatric history
- If there is a history of violence (domestic, child or animal abuse, or other violent crime)
- Service organizations the family has or is involved with
- Any services the family may benefit from
- What are the family strengths?
- Any other information requested.

### **Helpful Hints in Completing the Report Form**

- The form is a one-page document with instructions for completing the form either on the back or on a separate page. Type the report, or write legibly, using blue or black ink.
- If additional space is needed, you may continue your report on a blank sheet of paper and attach it. DO NOT continue your report on another blank form, as only one form should be used per victim. Be sure to make a note on the form itself that there is a "Page 2."
- The agency that receives your report will distribute copies of the report to the appropriate agencies. You may wish to make a copy of your report and any attachments for your agency's records.
- It is helpful and best practice to fill out the form before you make your call to CPS so you don't forget anything.
- Ask the intake worker to whom you are making the verbal report for their name and title and the case number assigned to the report for follow-up purposes. Note it on the form. Also be sure to record the date and time of your verbal report.

- Be certain to get the mailing address or fax number of the agency to whom you made your verbal report (either CPS or Law Enforcement) and mail or fax your written report to that address--Remember, your written report should go to the same agency to whom you made the verbal report (e.g., if you called Sacramento County Sheriff's Department to file the verbal report, send the written report to the Sheriff's Department, not CPS).
- If you would prefer to submit your report on-line you will need an access code. Be certain to ask the person you speak with for the access code to submit on-line.

## **B: Disaster Procedures**

### **SECTION 1: INTRODUCTION**

#### **Overview**

The School Site Emergency Plan provides an operational template for individual schools to prepare for, respond to, and recover from disasters that may occur within the greater San Francisco area. The emergency organizational structure identified in this plan is consistent with the federally mandated National Incident Management System (NIMS) and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System (ICS).

#### **Purpose**

The purpose of the School Site Emergency Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

#### **Scope**

The School Site Emergency Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed upon goal. School Site Emergency Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

#### **Objectives**

The objectives for the School Site Emergency Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the facilities and properties.
4. Enable the Executive Director or Designee to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between the Executive Director or Designee and the City and County of San Francisco's (CCSF's) Emergency Operations Center (EOC).
6. Provide for the orderly reunification of students with their families, and ensure safety until reunification is successful.

## SECTION 2: CONCEPT OF OPERATIONS

### National Incident Management System

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach—applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

**Table 1: Overview of NIMS**

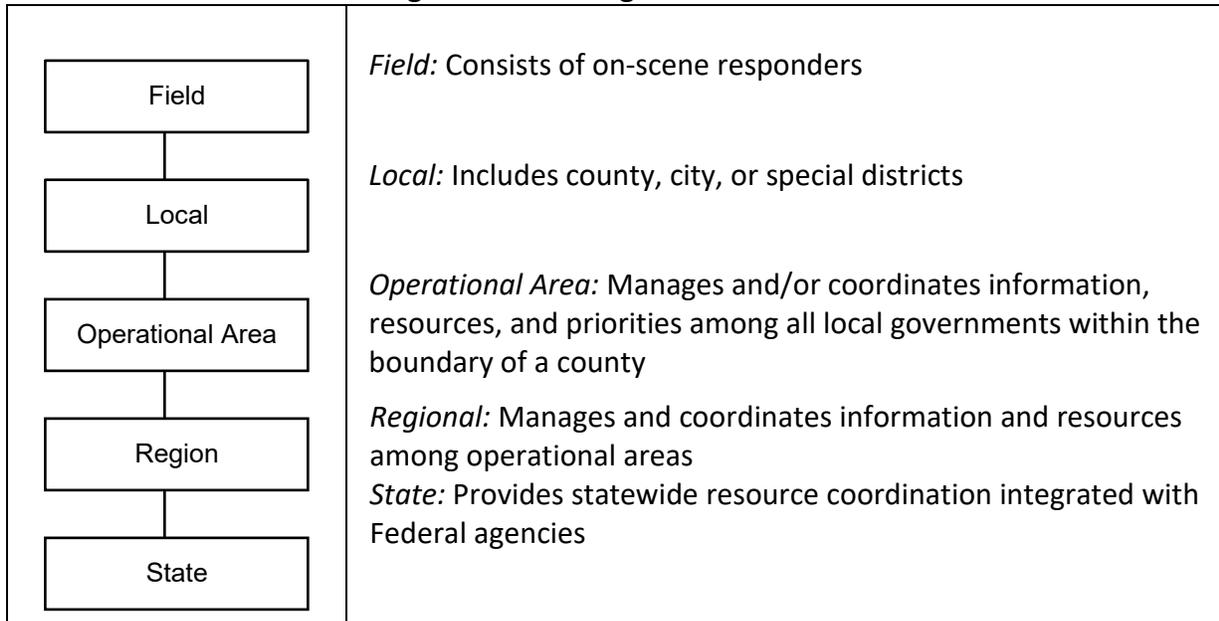
NIMS is . . .	NIMS is <i>not</i> . . .
<ul style="list-style-type: none"> <li>• a comprehensive, nationwide, systematic approach to incident management, including ICS, Multi-agency Coordination Systems, and Public Information.</li> <li>• a set of preparedness concepts and principles for all hazards.</li> <li>• a set of essential principles for a common operating picture and interoperability of communications and information management.</li> <li>• a set of standardized resource management procedures that enable coordination among different jurisdictions or organizations.</li> <li>• scalable to enable its use for all incidents (from day-to-day to large-scale incidents).</li> <li>• a dynamic system that promotes ongoing management and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• a response plan.</li> <li>• only used during large-scale incidents.</li> <li>• a communications plan.</li> <li>• only applicable to certain emergency management/incident response personnel.</li> <li>• only ICS or an organization chart.</li> <li>• a static system.</li> </ul>

### Standardized Emergency Management System

In accordance with the Standardized Emergency Management System (SEMS), California’s emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. Local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and a standard terminology for statewide use. SEMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the SEMS organization, which are identified in Figure 1.

**Figure 1: SEMS Organizational Levels**



### **Incident Command System**

The Incident Command System (ICS) is a standardized, on-scene, all-hazard incident management concept. ICS is based on a flexible, scalable response organization providing a common framework within which people can work together effectively.

A key principle of ICS is its flexibility. The ICS organization may be expanded easily from a very small size for routine events to a larger organization capable of handling catastrophic events.

Standardization through the use of common terminology is an important part of ICS. Common terminology helps to define organizational functions, incident facilities (e.g., EOC, DOC), resource descriptions, and position titles. Incident terminology should be known before an emergency, disaster, or event.

### **Primary Incident Command System Functions**

### **Incident/School Commander (the “leader”)**

The Command Section is responsible for overall policy, direction, and coordination of the emergency response effort during the incident. The Command Section Staff is also responsible for interacting with response agencies.

### **Operations Section (the “doers”)**

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

### **Planning/Intelligence Section (the “thinkers”)**

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future.

### **Logistics Section (the “getters”)**

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

### **Finance and Administration Section (the “collectors”)**

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

### **ICS Unified Command Structure**

Unified Command is an important element in multijurisdictional or multiagency domestic incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operating without a common system or organizational framework.

All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- Determine overall incident strategies
- Select objectives
- Ensure that joint planning for tactical activities is accomplished in accordance with approved incident objectives

- Ensure the integration of tactical operations
- Approve, commit, and make optimal use of all assigned resources

**Advantages of Using Unified Command**

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

## SECTION 3: PREPAREDNESS EFFORTS

### Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff members are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

- Create a 72-hour emergency supply kit for the home.
- Create an emergency car kit / office kit, including comfortable clothes and shoes as well as medications.
- Develop a plan to reunite with family members.
- Develop a neighborhood preparedness program.

To help school staff with personal emergency preparedness, brochures are available from the local chapter of the American Red Cross (at [www.redcrossbayarea.org](http://www.redcrossbayarea.org)), or from the San Francisco Department of Emergency Services (at [www.72hours.org](http://www.72hours.org).)

### Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. TECA employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. a local emergency has been proclaimed,
2. a State of Emergency has been proclaimed, or
3. a Federal disaster declaration has been made.

### Responsibilities

#### District Responsibilities

In case of a declared emergency by the Executive Director or Designee during school hours, all students will be required to remain at school, or an alternate safe location under the supervision of the school Principal or Designee. Students will not be permitted to leave the school site until:

1. regular dismissal time and only if it is considered safe to do so, *or*
2. an adult authorized by the parent or legal guardian whose name appears on the Student Emergency/Medical Information Card arrives to pick up the student. Additionally, please note the following:

- a. If students are en route to school, they shall continue to school.
- b. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person will be provided with care, food and shelter at TECA unless emergency personnel designate an alternate location. This information will be given to the media stations and posted at TECA, if possible, to keep parents/guardians informed. Refer to the *San Francisco Parent Child Reunification Appendix* for additional information on short- and long-term reunification.

### **Parent/Guardian Responsibilities**

Parents and legal guardians of students will be provided with a Student Emergency/Medical Information Card each year. In case of a declared emergency, students will be released ONLY to persons designated on this card. Parents/guardians are responsible for ensuring that information on the Student Emergency/Medical Information Card is current at all times.

Parents/guardians are asked to share with the schools the responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

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

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

### **Drills**

Each school site is responsible for conducting routine earthquake and fire drills. The Executive Director or Designee shall keep a copy of each drill conducted on the Emergency Drill Report form (*Appendix E: Exercise and Drill Record*) in the main school office.

#### **Earthquake Drills**

The following standards must be met to ensure a successful earthquake drill:

- The Fire Alarm/Public Announcement can be heard/seen by all staff and students.
- Immediately after the earthquake alarm/public announcement sounds, all students, teachers and other employees:
  - DROP down on the floor;
  - take COVER under a sturdy desk, table, or other furniture with backs to the windows and protect head and neck with arms; and

- HOLD onto the furniture and be prepared to move with it.
- Pre-assigned teachers and staff will report to the Executive Director or Designee to serve on the Emergency Response Team.
- Upon sounding of the *all clear*, students and staff will return to their appropriate classroom, and the teacher will take roll. Missing students must be reported to the Executive Director or Designee immediately.

### **Fire Drills**

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

The following standards must be met to ensure a successful fire drill:

- The Fire Alarm/Public Announcement can be heard and/or seen by all staff and students.
- Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
- Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the Principal or Designee.
- Upon sounding of the *all clear*, students and staff will return to their appropriate classroom and the teacher will take roll. Missing students must be reported to the Principal or Designee immediately.

## SECTION 4: EMERGENCY RESPONSE ROLES

### Overview

In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. Because TECA is a one school district the Site Emergency Response Team (ERT.)

### Emergency Response Team

The Site Emergency Response Team (ERT) is responsible for coordinating emergency response by all staff and students at the school site. The ERT organization, which is consistent with the statewide Standardized Emergency Management System (SEMS), is composed of the Command, Operations, Planning, Logistics, and Administration/Finance Sections. ERT functions will be activated to the extent required by the situation, and within the limits of available staff to fulfill each function. When necessary, available personnel may assume more than one role until additional personnel are able to respond. ERTs will remain in charge of the incident until relieved by emergency first responders.

### Non-Instructional Staff

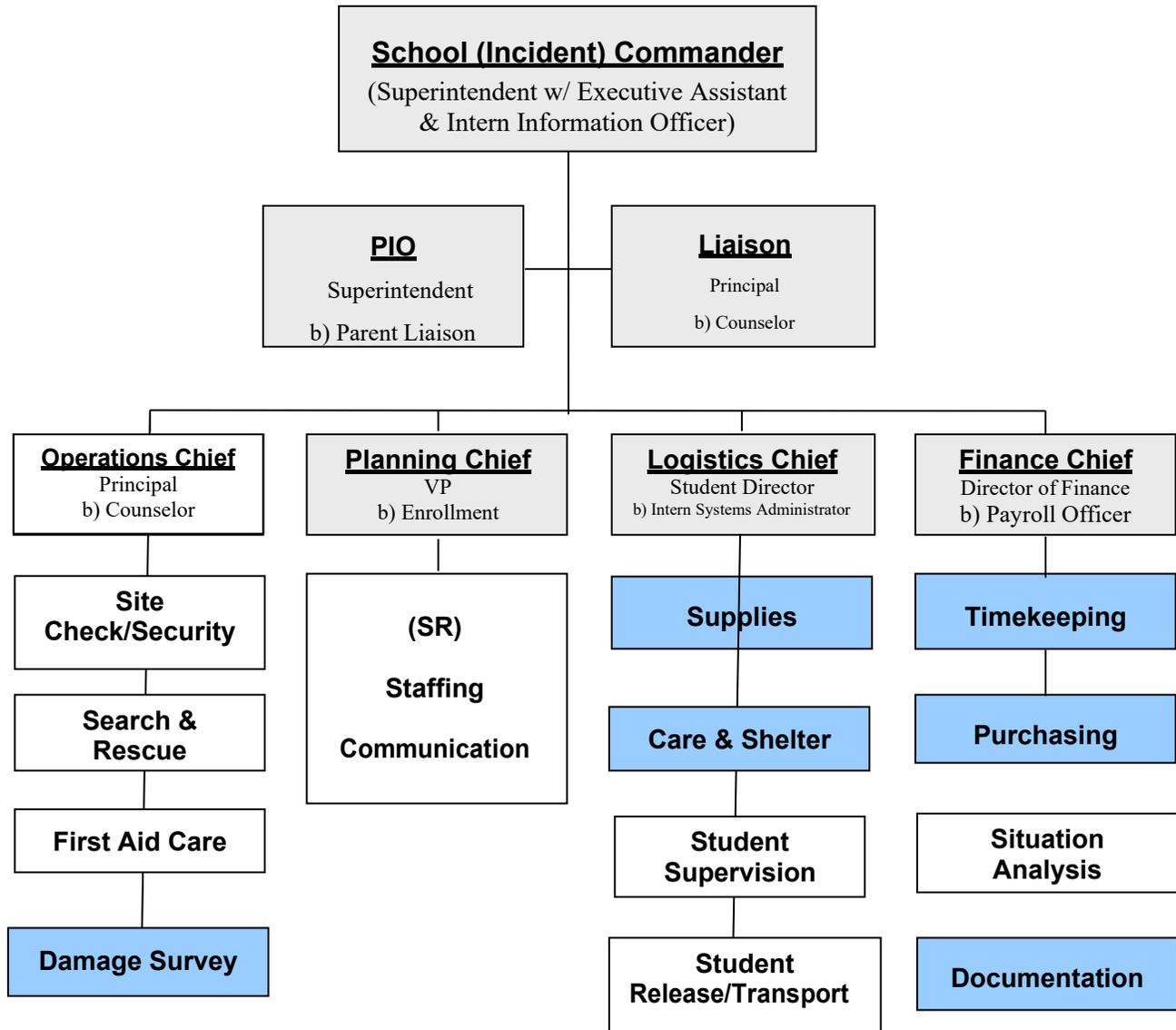
Non-Instructional staff members not assigned as ERT members will assist with emergency response duties as assigned by the Executive Director or Designee. Teachers and staff not assigned as ERT members are responsible for providing care and supervision of students; directing students in appropriate emergency procedures; sending students in need of first aid to the first aid station; calming frightened students; helping restore order; taking attendance; reporting missing students and their last known location to the Search and Rescue Team; and assisting other staff and students as needed.

### School Administrator

The Executive Director or Designee implements the School Site Emergency Plan when notified of a declared emergency or when deemed necessary; establishes a Site Command; orders evacuation from building and/or site as deemed appropriate; directs ERT response to life safety threats (fires, fallen electrical lines, hazardous material spill, etc.); collects, analyzes, and reports status and damage information to the City and County of San Francisco Emergency Operations Center; and determines the need for and requests public safety assistance when necessary.

During off-hours, and upon notification, or the occurrence of an obvious disaster, the Executive Director and Principal or their Designee reports immediately to the school site to conduct a damage survey. The Director and Principal or their Designee will initiate a recall to duty of additional site personnel as warranted by the situation.

### School Incident Command System and Emergency Response Team



## School Emergency Response Teams

### Command Staff

Team	Team Leader
<b>Incident Commander:</b> Oversees management of the incident.	Superintendent Backup: Executive Assistant
<b>Public Information Officer (PIO):</b> Coordinates with the City and County of SF Emergency Operations Center PIO on the release of information to the media and prepares and distributes press releases.	Superintendent Backup: Parent Liaison
<b>Liaison:</b> Acts as a communications link between the site outside agencies (SFFD, SFPD, etc.).	Parent Liaison Backup: Counselor

### Operations

Team	Team Leader	Staff
<b>Operations Section Chief:</b> Organizes and oversees each Operations Team, as necessary; ensures that teams are properly equipped for their assigned role and when necessary; requests outside assistance from the School Administrator or designee.	Principal Backup: Counselor	TBD
<b>Safety and Security:</b> Organizes safety and security teams as indicated; extinguishes fires, if possible; ensures that emergency assembly area(s) are accessible and safe; secures evacuation routes and assists in site evacuation, if required; secures access to the site by emergency vehicles; secures building against unauthorized re-entry; seals off and posts areas where hazardous conditions exist.	School Security	TBD
<b>Search and Rescue:</b> Assigns search and rescue teams to complete a systematic search of all rooms in pre-assigned areas, including bathrooms, library, and offices, for injured and/or trapped students and employees; requests on-site medical assistance, as indicated; and reports status to the Operations Section Chief.	School Aides	TBD

Team	Team Leader	Staff
<p><b>First Aid Care:</b> Establishes a first aid station, if necessary; assigns first aid teams; assesses injured and provides first aid care as indicated; determines the need for skilled medical and coordinates requests for assistance through the School Administrator or designee; establishes priorities for the transport of the injured to hospitals, when transport is available; and maintains a record of the name and destination of those transported.</p>	<p>Health Aide</p>	<p>TBD</p>
<p><b>Damage Survey:</b> Assigns damage survey teams to conduct a systematic survey of site damages; surveys damage to utility systems and shuts down main power, and water mains, as indicated; follows damage control procedures to provide the safest possible environment and limit damage to site facility; safeguards all usable water within the building; performs emergency repairs, as necessary; and reports status to the Operations Section Chief.</p>	<p>Technology Interns</p>	<p>TBD</p>
<p><b>Planning Section Chief:</b> Organizes and oversees damage survey teams, if necessary; compiles damage and status information; ensures that teams are properly equipped for their assigned role; when necessary, requests outside assistance from the School Administrator or designee; and ensures that an accurate written record of the site's emergency response is initiated and maintained.</p>	<p>VP Backup: Enrollment</p>	<p>TBD</p>
<p><b>Staffing:</b> Works closely with the Planning Section Chief to provide guidance about staffing needs.</p>	<p>TSA</p>	<p>TBD</p>
<p><b>Communications:</b> Utilizes communication tools (phone, 800-MHz) to maintain communication with the City and County of San Francisco Emergency Operations Center.</p>	<p>TSA</p>	<p>TBD</p>
<p><b>Logistics Section Chief:</b> Recruits and manages staff and volunteers as requested by other Branch Coordinators; procures supplies and equipment to support response operations; and arranges for conversion of the site to a Red Cross shelter when requested.</p>	<p>Student Director Backup: Compliance</p>	<p>TBD</p>

Team	Team Leader	Staff
<b>Supply:</b> Obtains and distributes equipment and supplies necessary to support emergency operations; tracks all supplies and equipment; and reports to the Logistics Section Chief.	Food Service Manager	TBD
<b>Care and Shelter:</b> Assesses restroom and cooking facilities and the adequacy of available food, water, blankets, and other supplies; determines what additional equipment and supplies are needed; and requests needed resources from the Supply Branch Coordinator.	Food Service Assistant Manager	TBD
<b>Student Supervision:</b> Establishes location(s) and provides a safe and calm environment for students; ensures all students are accounted for and works with Student Release to reunite students and parents.	School Aides	TBD
<b>Student Release/Transport:</b> Oversees the release of students to parents or authorized person indicated on the Student Emergency/Medical Card and completes and maintains student release forms.	Office Manager	TBD
<b>Finance Section Chief:</b> Oversees all members of the Finance Team; ensures that all financial data is being recorded and catalogued properly for future reimbursement.	Director of Finance Backup: Payroll Officer	TBD
<b>Timekeeping:</b> Compiles a record of employee time devoted to response and recovery efforts.	Payroll Officer	TBD
<b>Purchasing:</b> Compiles all disaster-related expenditures.	Jr. Accountant	TBD
<b>Documentation:</b> Organizes all status reports coming to and from the SFUSD DOC; compiles a written record of emergency response activities; and compiles damage and status documentation for the post-event critique and After Action Report.	Senior Accountant	TBD

## SECTION 5: EMERGENCY RESPONSE ACTIONS

### **PURPOSE:**

This plan is to provide emergency response instructions, information and guidelines to protect the safety and well being of TECA students and staff during an emergency while classes or school-sponsored events are taking place on campus.

The following emergency response actions may refer to the Executive Director, Principal, or appropriate Designee as the "School Administrator."

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications, as necessary, to ensure the health and safety of all personnel during an emergency.

Every effort has been made to address the requirements for the special needs population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure that hearing, sight, or mobility impaired students, as well as other special needs students, are accounted for and receive appropriate instructions.

\*This emergency plan will be in effect should an emergency occur during the time TECA students attend the afterschool program.

### **OBJECTIVES:**

- To protect the safety and welfare of students, staff and partners
- To provide for a safe and coordinated response to emergency situations
- To protect TECA's facilities and property
- To enable TECA to restore normal conditions with minimal confusion in the shortest time possible
- To provide for interface and coordination between TECA, families and the community-wide Emergency Response Centers

## **THOMAS EDISON CHARTER ACADEMY EMERGENCY POLICY:**

TECA has established policies governing emergency preparedness and response that relate directly to this plan. These include:

- The safety of the students is of utmost importance. All actions taken will consider the safety and well being of both students and employees.
- If parents/guardians come to TECA and properly identify themselves their children will be released to them.
- TECA's Superintendent/Executive Director, and Principal will supervise the planning and implementation of TECA's Emergency Plan.
- The Assistant Principals are named to serve in the event of the absence of the Superintendent/Executive Director and Principal.
- The Superintendent/Executive Director and Principal will prepare a list of staff volunteers who will be assigned specific emergency response roles as outlined in this Emergency Plan.
- A survey will be conducted to determine each employee's status in terms of first aid training, disaster preparedness training, and medical and emergency experience or training. Records of such status will be kept current as changes of personnel occur. Copies of records will be kept on file in the Superintendent/Executive Director's office.
- Students may be included in the planning and the implementation TECA's Emergency Plan. Athletic teams, clubs and other student organizations should be encouraged to become a source of leadership among students in first aid and disaster preparedness and response training.
- The cooperation of TECA's Parent Teacher Committee should be sought in organizing disaster response activities, assignments and communications processes.
- In preparation for the possibility of an extended stay on campus, the Superintendent/Executive Director and Principal will prepare a list of TECA students and staff who have special conditions requiring medication or special attention.
- Parents are urged to formulate contingency communications plans for their children in the event of an emergency. Arrangements should be made for children to go to a neighbor or family member's home or to have access to their home. Children should also have directions for contacting a parent/guardian, family friend or neighbor in the case of any emergency.

## **SITUATIONS:**

Situations that could occur include:

- |                                                             |                                                     |
|-------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Medical Emergencies                | <input type="checkbox"/> Explosion/Bomb Threat      |
| <input type="checkbox"/> Fire                               | <input type="checkbox"/> Poor Air Quality           |
| <input type="checkbox"/> Intruder in the Building           | <input type="checkbox"/> Smog Alert                 |
| <input type="checkbox"/> Hazardous Materials/Chemical Spill | <input type="checkbox"/> Biological/Chemical Threat |
| <input type="checkbox"/> Earthquake                         | <input type="checkbox"/> Gas Leak                   |
| <input type="checkbox"/> Neighborhood Incident              | <input type="checkbox"/> Power Outage               |

## **LEVELS OF EMERGENCIES:**

TECA's response to natural disasters or technological incidents will be dictated by the scope and magnitude of the emergency and the availability of personnel and other resources. Three levels of emergency response have been defined:

### **Level I:**

A local emergency with limited impact, such as a fire, hazardous material incident or power outage confined to one site. Response to this level of emergency would be handled by the School Administrator, site personnel, appropriate District departments and the San Francisco Fire or Police Departments, if indicated.

### **Level II:**

A local event, impacting more than one site, such as a major fire, civil disturbance or widespread power outage. The Mayor may declare a local emergency. Depending upon the magnitude of the event, and its impact on individual sites, the School Administrator may implement TECA's Emergency Plan, or response may be coordinated directly by him/her.

### **Level III:**

A region-wide event, such as an earthquake. A Mayor's declaration of local emergency would be followed by a Governor's State of Emergency declaration. The Governor may request a Presidential Disaster Declaration. TECA's Emergency Plan would be implemented.

## **Integration with Other Plans:**

TECA's Emergency Plan, under the supervision of the Superintendent/Executive Director and Principal, supports and coordinates with other City of San Francisco Emergency Operations Plans and Neighborhood Emergency Response Team programs. It includes preparedness, response and recovery policies and procedures, concept of emergency operations and organization, disaster-related roles and responsibilities of TECA personnel, and emergency

procedures for specific events. The Plan also coordinates with American Red Cross plans and procedures for implementing community mass care shelters throughout the city.

## **PREPAREDNESS MEASURES:**

### **Hazard Mitigation:**

Twice a year, the Superintendent/Executive Director will undertake a physical survey of all site facilities and grounds for identification and correction of potential hazards, including the storage of chemicals.

### **Floor Plan:**

A floor plan of the building and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies will be maintained and updated, as necessary. The floor plan should also indicate outdoor assembly area(s) and evacuation routes from the site. Maps showing the floor plan, emergency exits and evacuation routes are posted in each room by the door, and near the elevators and stairs.

### **Employee Preparedness:**

Many measures are taken on an ongoing basis to ensure that site employees are prepared to respond immediately and appropriately to disasters. These include:

#### **Orientation to TECA's Emergency Plan**

Employees are oriented to the Emergency Plan at least annually by the Superintendent/Executive Director and Principal, and includes a review of employees' mandated role as Disaster Service Workers during declared disasters; the site's emergency management program and concept of emergency operations; emergency response policies and procedures; and how to conduct and evaluate required drills.

#### **Employee Skills**

At the beginning of each school year, all instructional and non-instructional staff will be asked by the Superintendent/Executive Director to complete an Employee Skills Form to identify those with special skills or experience that may be helpful during an emergency or disaster.

The Superintendent/Executive Director may ask employees with specific skills to fulfill certain emergency management roles (i.e., first aid, CPR, search & rescue and/or fire

extinguisher training & certification). He/she will update the list of trained/certified personnel annually.

TECA Fire Drills are conducted monthly by the San Francisco Fire Department.

## **TECA EMERGENCY COMMUNICATIONS:**

### **Alternate Telephone, Cellular and Radio Communications Systems:**

When a major emergency situation occurs, the Superintendent/Executive Director will initiate the appropriate TECA emergency action plan. Initial efforts to report the emergency and to call for assistance will be directly through existing landline equipment and procedures. If regular communications systems are disrupted, the staff will carry out the procedures with modification as may be necessary for the immediate school situation until supplemental communications networks can be established. In the event of a power failure, the school-wide phone, servers and network systems will go down until a Universal Power Supply generator is running.

### **Phone System:**

There is one telephone system on campus, which is TECA's main phone line: 415-970-3330. This system requires working power, which may not function in a major emergency such as an earthquake.

### **Walkie-Talkie and Radio Systems:**

Walkie-talkie radios are used daily for communication between TECA administrators and administrator assistants.

TECA has portable battery-operated radios in the main office to be utilized by any member of the Emergency Response Team in the case of an emergency. Local Emergency Broadcast Stations are KNBR 680 AM, KGO 810 AM and KFOG 104.5 FM.

### **Emergency Cell Phones:**

Many cell phones are available for calling out, however, in a major emergency such as an earthquake it may not be possible to receive calls through busy lines. A list of TECA employee's cell phone numbers are recorded in the main office.

## **STAFF ASSIGNMENTS**

### **SUPERINTENDENT/EXECUTIVE DIRECTOR'S RESPONSIBILITIES:**

The Superintendent/Executive Director is responsible for all pre-disaster planning and preparedness for the TECA Emergency Plan. In the event of an emergency, he or she will assume overall direction of the TECA Emergency Plan.

#### **Pre-Emergency, the Superintendent/Executive Director Will:**

The Superintendent/Executive Director will appoint alternates, in succession, who will assume the duties of the Superintendent/Executive Director in the event of his or her absence and assign duties to other school personnel.

Subject to the established directives and guidelines, the Superintendent/Executive Director will:

1. Integrate the TECA Emergency Plan and keep plan operative and available at all times.
2. Ensure that school personnel, parents/guardians, and students are properly informed of the school disaster plans and procedures and that parent/guardian contact numbers are available to the Emergency Response Team.
3. Ensure that there is an adequate warning system available and that the various alarm signals and message transmittal methods are known and understood.
4. Identify areas of comparative safety for groups to use in any type of disaster.
5. Plan primary and alternative evacuation routes with the school.
6. Arrange for instruction and training of students to ensure their safety in the event of disaster.
7. Ensure that all emergency equipment and supplies are in usable condition at all times and that their locations are known.
8. Know the location and mechanics of utility cut-offs.
9. Communicate with parents/guardians, TECA Parent Teacher Committee, and the TECA Charter Board Members to acquaint them with TECA's Emergency Plan and request their cooperation and suggestions.
10. Designate an alternate person who must know locations of emergency supplies and turn-offs and have access to all school keys.

#### **During an Emergency, the Superintendent/Executive Director Will:**

1. Assume overall direction of TECA disaster procedures.
2. Receive an accounting of the presence of all students and staff.
3. Control and direct internal and external communications with students, staff, parents/guardians and media.

4. Assist in the evacuation of the building, if necessary, using prescribed procedures. Conditions warranting evacuation could include fires, indoor chemical spills, explosions, threatened explosions, collapsing building, etc.
5. Transfer students to a safe location when approaching fires, etc. threaten their safety.
6. Issue orders to teachers if the children are to assemble in pre-selected safer areas on the school campus.
7. Shut off utilities as necessary. (Utilities should not be turned off unless necessary, i.e., broken gas lines, broken water mains, downed electrical wires.)
8. Safeguard all usable water with the building.

### **TEACHER RESPONSIBILITIES:**

Teachers will be responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the Superintendent/Executive Director and Principal.

### **Pre-Emergency, the Teacher Will:**

1. Keep current on the hazardous effects of different disasters and know and understand the survival techniques for fire, bomb threats, earthquakes, chemical spills, explosions, etc.
2. Read the emergency exit directions posted in their classrooms near the exit doors.
3. Provide instruction and practice for pupils in the possible emergency procedures to be followed and in the techniques of survival.
4. Keep a current class list readily accessible at all times in order to take roll in an emergency.
5. Have planned activities for use during periods of confinement to lessen the possible tension and hysteria of a disaster situation.

### **During Emergency, the Teacher Will:**

1. Respond to the specific emergency as prescribed and direct students in appropriate safety procedures or in evacuation of the premises.
2. Give commands during an earthquake or other emergency.
3. Remain with the students until relieved by authority of administration.
4. Direct evacuation of students under their supervision to inside or outside assembly areas, in accordance with signals, warnings, written notifications or common sense.
5. Take roll call if class relocates, as soon as conditions permit.
6. Report missing students to the Superintendent/Executive Director and Principal or the designee. If there is reason to believe such students may be endangered in the school building, attempt rescue with available competent personnel.

7. Send students in need of first aid to nurse or first aid station when appropriate.
8. Help to restore order and assist other teachers and students, as needed.
9. Teachers not on classroom duty with students, report to pre-assigned station or to Superintendent/Executive Director.

## **EMERGENCY ACTION PLANS**

### **DEFINITION OF TERMS:**

The Superintendent/ Executive Director is responsible for developing detailed plans for the faculty, students, and staff under his/her purview for emergency actions. She or he may implement one or more of these actions in coping with a disaster.

### **Actions “Stand By” and “Shelter In Place”:**

- The “Stand By” warning at the school will be by messenger, public address system, and/or telephone as appropriate.
- The “Shelter In Place” warning means bringing students into classrooms or holding them in classrooms pending receipt of further instructions.

### **Action “Leave Building”:**

- “Leave Building” warning at the school will be by fire alarm or appropriate alternate means.
- Action “Leave Building” means an immediate, orderly movement of students and staff from inside school building to predesignated outside areas of safety in the courtyard.
- Action “Leave Building” is considered appropriate for, but not limited to, fire/fire drill, post-earthquake, bomb threat, chemical accident, explosion/threat of explosion.

### **Should an emergency occur during the afterschool program hours:**

- The Afterschool Site Director will assume the responsibilities of Executive Director/Superintendent and Principal as detailed in this plan.
- The Afterschool Site Director will decide if 911 needs to be called.
- The Afterschool Site Director will report the emergency and actions taken to the Afterschool Program Executive Administration, and to TECA’s Afterschool Liaison Administrator.

## ACTION PLANS FOR SPECIFIC DISASTERS

### AIR QUALITY:

Smoke from wildfires and structural fires can impact air quality, even from miles away. In the occurrence of a fire burning in CA, school administrators will do the following:

1. Monitor AQI (Air Quality Index) from a governmental authority, such as [www.airnow.gov](http://www.airnow.gov).
2. Based on the AQI, take the following actions as needed:

Green 0-50	Good	Great day to be active outside without restrictions.
Yellow 51-100	Moderate	Good day to be active outside! Students who are unusually sensitive to air pollution could have symptoms- monitor activity with these students.
Orange 101-150	Unhealthy for Sensitive Groups	It's OK to be active outside, especially for <b>short activities</b> such as recess and physical education (PE). For <b>longer activities</b> such as athletic practice, take more breaks and do less intense activities. Watch for symptoms and take action as needed. Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
Red 151-200	Unhealthy	For <b>all outdoor activities</b> , take more breaks and do less intense activities. Consider moving <b>longer or more intense activities</b> indoors or rescheduling them to another day or time. Watch for symptoms and take action as needed. Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.
Purple 201-300	Very Unhealthy	Move <b>all activities</b> indoors or reschedule them to another day, including outdoor recess, PE, outdoor school events, sports practices.

In addition, school administration will remain in contact with local authorities, who may recommend other actions, which school officials will implement immediately.

This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution.

## **BIOLOGICAL THREAT:**

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

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. While at school, we will probably learn of the danger through the media, or by a telephone call or emergency response workers visiting campus.

In the event of a biological attack in the community, public health officials may not immediately be able to provide information on what we should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. TECA's administration will follow the situation as it develops and determine:

- If TECA is in an area authorities consider in danger
- What are the signs and symptoms of the disease
- If and where medication or vaccines are being distributed
- Who should be treated
- Where we should seek emergency medical care

### **Protection for Students and Staff:**

If you become aware of an unusual and suspicious release of an unknown substance nearby, quickly leave the area. Cover your mouth and nose with layers of fabric that can filter the air by still allowing breathing and have your students do the same. Wash off with soap and water and contact authorities.

### **Symptoms and Hygiene:**

At the time of a declared biological emergency, should someone at school become sick, it is important to be suspicious. Do not automatically assume, however, that you should go to a hospital emergency room or that any illness is the result of the biological attack. Symptoms of many common illnesses may overlap. Use common sense, practice good hygiene and cleanliness to avoid spreading germs, and seek medical advice.

## **BOMB THREAT:**

In most cases, threats of a bomb or other explosive device will be received by telephone.

An employee receiving a threat of a bomb by telephone or other means will:

1. Attempt to gain as much information as possible using the “Bomb Threat Checklist” in *Appendix C*. Do not hang up on the caller. Verbatim responses to the following questions are especially helpful:
  - When is the bomb to explode?
  - Where is the bomb right now?
  - What kind of bomb is it?
  - What does the bomb look like?
  - Why was the bomb placed?
2. Administrative assistants and others receiving threats will be asked to describe the caller’s voice (sex, age, tone, etc.) and whether it was familiar to them or not. Any background noise should also be noted. A detailed form for recording the above information is located in the main office and in *Appendix C*.
3. Notify the Superintendent/ Executive Director and Principal for further action and provide them with:
  - Name
  - Call back phone number
  - Exact location
  - Nature of incident
  - Number and location of people involved and/or injured
4. Notify the Police Department at 911.
  - A police officer will respond.
  - Administration will evaluate the threat or object and make the decision whether to evacuate the building by sounding the fire alarm, or to institute the search of the premises. The police officer that responds to the call may be used to assist and advise what action to take.
  - If it is decided to institute a search of the building before evacuating it, an informal search should be made by volunteer staff familiar with the building assisted by the police.
5. Instruct all students and staff to turn off cellular devices and radios.
6. Secure all campus exits to prevent re-entry to buildings.
7. Follow directions from the San Francisco Police Department (SFPD).

Should any suspicious item be found, it will not be touched until investigated by the police, but the building will be evacuated by sounding the fire alarm. A thorough search of an evacuated building will be made before students are instructed to re-enter it.

**NOTE: Do not use walkie-talkies, cellular phones or other radios within 500 feet of a suspected bomb.**

### **CHEMICAL ACCIDENT:**

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

#### **Outdoors When You Are Indoors:**

- Call the Superintendent/Executive Director and the Executive Assistant. The situation will be assessed and a call will be made to the San Francisco Fire Department at 911 and Emergency Response Inspector, Department of Public Health at 415.252.3977 or 415.252.3876. Give the name of the school, reporting person, location and nature of the incident, and any information that may be pertinent.
- Do not evacuate students or staff unless instructed to do so by the San Francisco Fire Department.
- Close all windows and shut down all ventilating systems.
- If the San Francisco Fire Department orders an evacuation, transportation needs will be assessed and if necessary, will be directed by the San Francisco Fire Department either by Muni, BART or other means, to another site.
- If directed to evacuate, keep calm, keep students and staff together, and take roll.

#### **Outdoors When You Are Outdoors:**

- Call the Superintendent/Executive Director and the Executive Assistant. The situation will be assessed and a call will be made to the San Francisco Fire Department at 911 and Emergency Response Inspector, Department of Public Health at 415.252.3977 or 415.252.3876. Give the name of the school, reporting person, location and nature of the incident, and any information that may be pertinent.
- Evacuate students and staff from the immediate area if necessary. If the school premises must be evacuated, pre-develop alternate plans for a safe and orderly evacuation procedure, e.g., leave by the 22<sup>nd</sup> Street entrance or the Chattanooga Street doors.
- Follow directions for the San Francisco Fire Department and, if directed to evacuate the building, keep calm, keep students and staff together, and take roll.
- Do not re-enter campus unless directed by the San Francisco Fire Department.

## **CHEMICAL THREAT:**

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

### **Possible Signs of Chemical Threat:**

- Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.
- Many sick or dead birds, fish or small animals are also cause for suspicion.

### **Witnessing Signs of Chemical Attack:**

- Quickly try to define the impacted area or where the chemical is coming from.
- Take immediate action to get your students and yourself away from the area.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area.
- Move as far away from where the chemical release is and “Shelter In Place”.

## **EARTHQUAKE**

In the event of an actual earthquake of sufficient magnitude to cause injury to people or damage property, it is important to assign an alternate to each task and an alternate location to each need.

Because it is possible that, in an earthquake, the electricity will be affected, as well as other means of communication, each adult in the building should make an individual assessment of the situation and may have to act independently.

### **Evacuation:**

In most cases, an evacuation will not be necessary or advisable. If it is, follow the evacuation procedures specific to earthquakes below. If there are students/adults with disabilities please note the following:

### **Non-Ambulatory Persons:**

Frequently, non-ambulatory persons have respiratory complications. Remove them from smoke or fumes immediately. Non-ambulatory persons’ needs and preferences will vary. Always consult the person as to his or her preference with regard to:

- Ways of being removed from the wheelchair. Wheelchairs should not be used in the stairwells, if at all possible.
- The number of people necessary for assistance.
- Whether to extend or move extremities when lifting because of pain, catheter leg bags, spasticity, braces, etc.
- Whether a seat cushion or pad should be brought along with him or her if he or she is removed from the chair.
- Being carried forward or back ward on a flight of stairs
- After-care if removed from the wheelchair (i.e., whether they prefer a stretcher, chair with cushion pad, car seat, or paramedic assistance if necessary).

### Visually Impaired Persons:

Most visually impaired persons will be familiar with the immediate area they are in. In the event of an emergency, tell the person the nature of the emergency, and offer to guide him or her. Do not leave them alone.

### Hearing Impaired Persons:

Persons with impaired hearing may not perceive emergency alarms and an alternative warning technique is required. Two methods of warning are:

- Writing a note telling what the emergency is and the nearest evacuation route.
- Turning the light switch on and off to gain attention, then indicating through gestures or in writing what is happening and what to do.

### Teacher Responsibilities during Earthquake:

#### General Procedures:

1. Give DROP, COVER and HOLD command.
  - DROP** to the ground. For those who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
  - COVER** under or near desks, tables, or chairs in a kneeling or sitting position.
  - HOLD** onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes
2. After shaking stops, check for injuries, and render first aid
3. If ordered by Superintendent/Executive Director and Principal, evacuate.
4. DO NOT return to building.
5. DO NOT light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to Superintendent/Executive Director and Principal.

8. Stay alert for aftershocks
9. School Administrator will issue further instructions.

### Earthquake Procedures *Inside Building*

- Get under desk or table or other sturdy furniture with back to windows.
- If not near any furniture, sit in a corner or with back against a wall with back to windows.
- DROP to knees, clasp both hands behind neck, COVER face in arms, make body as small as possible, close eyes, cover ears with forearms, and HOLD onto table or chair legs.
- If notebooks or jackets are handy, hold over head for added protection.
- Stay away from windows, bookcases, or other heavy objects.
- **Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.**
- School staff should check for injuries and assess the general safety of the room.
- Report any hazards to the Superintendent/Executive Director and Principal.

### Earthquake Procedures *Outside*

1. Assume DROP, COVER and HOLD position in an open space away from overhead hazards such as power lines, trees, and buildings.
2. Maintain position until shaking stops.
3. Do NOT enter building until it is determined to be safe.
4. School staff should check for injuries.
5. Report any hazards to the Superintendent/Executive Director and Principal.

### Earthquake Evacuation Procedure:

Evacuation will occur to the secondary evacuation area on Dolores Street as students may not be able to exit through the courtyard or through the inward facing doors in the event of an earthquake.

- Teachers must remain with their students until other instructions are received.
- Teachers must bring emergency backpacks and student information; specials teachers will turn over the students to the classroom teacher and keep their eyes on teachers and students.
- Grade level aides should stay with their classes.
- All other non-credentialed staff should report to the Command Center.

*Evacuation Routes:*

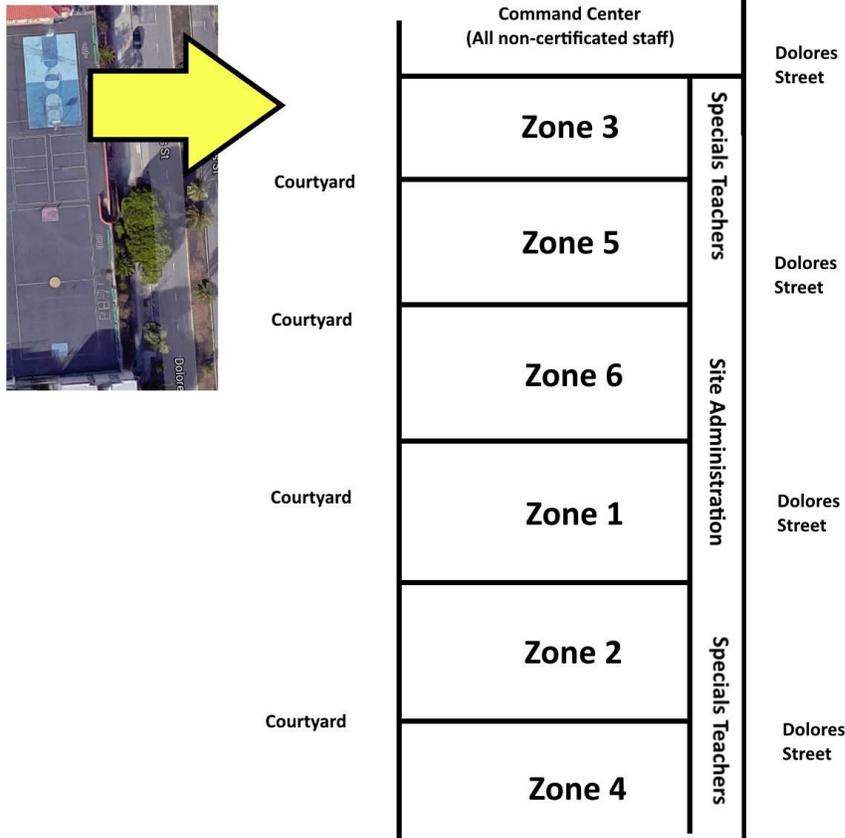
**Zone Key:**  
**2nd Floor**

<p><b>Zone 1:</b>                  256 (TK)                  255 (K)                  253 (K)                  251(K)</p> <p>Zone 1 students stay to the right side of the hall and exit out through Kinder Yard door. They then take a left onto Chattanooga St., a left onto 23rd St. and then take another left onto Dolores Street.</p>	<p><b>Zone 2:</b>                  254 (3rd)                  252 (3rd)                  250 (2nd)                  249 (2nd)                  248 (2nd)</p> <p>Zone 2 students stay to the left side of the hall and exit out Chattanooga St. door. They then take a left onto Chattanooga St., a left onto 23rd St. and then take another left onto Dolores Street.</p>	<p><b>Zone 3:</b>                  247 (1st)                  246 (3rd)                  245 (3rd)                  244 (1st)                  243 (1st)</p> <p>Zone 3 students stay to the right while exiting out the doors with the staircase leading to 22nd St. They then take a right on 22nd St. and then take another right onto Dolores St.</p>
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**3rd Floor**

<p><b>Zone 4:</b>                  358 (4th)                  357 (4th)                  356 (4th)                  355 (5th)</p> <p>Zone 4 students stay to the left side of the hall and exit out through Kinder Yard door. They then take a left onto Chattanooga St., a left onto 23rd St. and then take another left onto Dolores Street.</p>	<p><b>Zone 5:</b>                  354 (5th)                  353 (7th)                  352 (7th)                  351(5th)                  349 (6th)</p> <p>Zone 5 students stay to the right side of the hall and exit out Chattanooga St. door. They then take a right onto Chattanooga St. and then take another right onto 22nd St. and then another right onto Dolores St.</p>	<p><b>Zone 6:</b>                  350 (7th)                  348 (6th)                  347 (6th)                  346 (8th)                  345 (8th)</p> <p>Zone 6 students stay to the left on the stairs while exiting the building on the stairwell leading to 22nd St. They then take a right on 22nd St. and then take another right onto Dolores St.</p>
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TECA School facing Dolores St.  
Class Line-up Plan  
( Lines of 10 students facing Dolores St. by class.)

Zone 4	Zone 2	Zone 1	Zone 6	Zone 5	Zone 3	Command Station
358 4th	254 3rd	256 TK	350 7th	354 5th	247 1st	All non-certificated staff
357 4th	252 3rd	255 K	348 6th	353 7th	246 3rd	
356 4th	250 2nd	253 K	347 6th	352 7th	245 3rd	
355 5th	249 2nd	251 K	346 8th	351 5th	244 1st	
	248 2nd		345 8th	349 6th	243 1st	

*Staff Duties:*

Janitor opens kindergarten gate

Office Secretary prints out attendance rosters for teachers and the command center and will bring binder of emergency contacts.

**After the Emergency:**

Take roll again. Send this accounting to the Superintendent/Executive Director and Principal. If the earthquake is of sufficient magnitude to cause extensive damage city-wide, and TECA staff and students may need to remain on the TECA campus, each upper grade classroom will have the following tasks assigned to each student:

1. Message Runners (2)
2. First Aid Attendants (2)
3. Emergency Supply Runners (4)
4. Activity Organizers (2)
5. Food Distribution Assistants (1)

**EXPLOSION OR THREAT OF EXPLOSION:**

**Teacher Responsibilities:**

1. Give DROP command.
2. Sound building fire alarm. This will automatically implement action to leave the building.
3. Notify Fire Department, 911

**Provide the following information:**

- Building address, including nearest cross street(s)
  - School name
  - Exact location within the building
  - Your name and phone number
4. Evacuate to outdoor assembly area.
  5. Take roll. Remain with students
  6. Render first aid as necessary.
  7. Keep students and staff at a safe distance from the building and away from firefighting equipment.
  8. Public Safety officials will determine when the building is safe for re-entry.

**Superintendent/Executive Director Responsibilities:**

1. Notify Building and Grounds Work Control at 415-695-5525
2. Determine if Student Release or Site Evacuation should be implemented.
3. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.

4. Approval for student release or site evacuation must be granted by the Superintendent/Executive Director and Principal.

### **FALLEN AIRCRAFT:**

1. The Superintendent/Executive Director or designee will determine which emergency action, if any, should be implemented. Where necessary, teachers will take prompt action to ensure the safety of students using common sense without waiting for directions.
2. Keep all students and staff at a safe distance from the downed aircraft, allowing for possible explosion.
3. Notify the San Francisco Fire Department, 911.

### **FIRE/FIRE DRILL BUILDING EVACUATION:**

During fire situation, it is important to act quickly and decisively in order to 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, thus making breathing easier and providing direction. Before opening any door, place a hand one 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.

### **Fire in School Building**

#### **Procedures:**

1. Sound building fire alarm. This will automatically implement action to leave the building.
2. Notify San Francisco Fire Department at 911. (San Francisco Fire Department is to be notified of any fires larger in size than a wastebasket.) Provide the following information:
  1. Building address (3531 22<sup>nd</sup> Street, cross-street Dolores Street)
  2. School name (Thomas Edison Charter Academy)
  3. Exact location of the fire within the building
  4. Your name and phone number
3. Attempt to extinguish fire with fire extinguisher only if it is a small, incipient fire.
4. Evacuate to outdoor assembly area. Remain at a safe distance from the fire and away from firefighting equipment.
5. Render first aid as necessary.
6. Check attendance. Remain with students.

7. Clear access routes for emergency vehicles.
8. Keep staff and students at a safe distance from the fire and away from firefighting equipment
9. San Francisco Fire Department officials will determine when the building is safe for re-entry.

### **Teacher Responsibilities:**

1. Exit the classroom with students according to the Emergency Evacuation Plan posted in every classroom, making sure no one is left behind. Bring Green/Red File Folder with roll call list inside. Close and lock the door behind you. Ensure students remain with you from the moment you leave the classroom until the “All Clear” message is given.
2. Do not use the elevator. Lead students to the exit according to the evacuation route posted in each classroom.
3. Ensure that students move quietly and purposefully in anticipation that the evacuation may be the result of a real emergency.
4. Exit the building with your students and keep them with you in the designated area on the courtyard.
5. Take roll and report missing students to the Superintendent/Executive Director and Principal.
6. Hold up Green/Red File Folder for administration to see, indicating with Green that all students are accounted for or Red that you have missing or extra students.
7. Administrators will systematically check all classes displaying Red Folder.
8. Wait for the general “All Clear” message from the Superintendent/Executive Director and Principal.
9. Return with your students to the classroom using the stairs.

### **Superintendent/Executive Director Responsibilities:**

1. Notify SFUSD Buildings and Grounds Work Control at 415-695-5525
2. Determine if Student Release or Site Evacuation should be implemented.
3. Open necessary gates for emergency vehicles
4. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
5. Approval for student release or site evacuation should be granted by the Superintendent/Executive Director.
6. After evacuation, check all classes displaying Red Folder (indicating missing or extra students)
7. Instruct staff to re-occupy buildings when threat is deemed no longer there, or when ordered to do so by San Francisco Fire Department (SFFD).

### **Fire Near School**

Should a fire be detected near or around campus, the Superintendent/Executive Director will:

- Call 9-1-1,
- Sound the fire alarm
- If evacuation is deemed necessary, re-occupy buildings when ordered to do so by SFFD.

### **GAS LEAK**

The person detecting the odor of natural gas will:

- Notify the Superintendent/Executive Director or Principal
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The Superintendent/Executive Director or Principal will:

1. Immediately call 9-1-1 and notify SFFD and provide:
  - Building address
  - Site name
  - Description of the odor
  - Location of the odor
2. If ordered to do so, order the evacuation of the building.
3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the SFFD.
4. Notify Pacific Gas & Electric (PG&E) at 1-800-468-4743
5. Notify Buildings & Grounds (B&G) at 695-5525

### **INTRUDER ON CAMPUS**

A campus intruder is defined as an individual who loiters or creates disturbances on school property.

#### **Intruder Found on Campus:**

- Assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what his/her purpose is for being on campus.
- Advise the intruder of trespass laws.

- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify Superintendent/Executive Director or Principal, who will make the decision to begin a lock down.

#### **INTRUDER ON SCHOOL GROUNDS DURING RECESS:**

- Outdoor supervisors should immediately notify the Superintendent/Executive Director or Principal and guide all students to nearby buildings.
- Lock all doors and windows.
- Wait for further instructions from school officials or SFPD.

#### **INTRUDER IN CLASSROOM:**

- Staff should take a leadership role and perform the following actions:
  - Calm, reassure, and quiet others (students/staff).
  - Staff actions will influence others.
- Staff should attempt to actively diffuse the situation:
  - Attempt to quietly move students away from the perpetrator.
  - If deemed safe to do so, staff should approach the perpetrator in a calm, non-confrontational manner and ask him/her to leave the campus.
- If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)

#### **LOCKDOWN:**

##### **NOTIFICATION PROCEDURES:**

In the event a Lockdown is deemed necessary for a school emergency, the Superintendent/Executive Director or Principal will:

1. Activate the Emergency Communications message from the Executive Director and request that it be sent to all parents via Auto Dialer or in written form indicating the following:
  - The exact nature of the emergency

- Area impacted
- Who and what is affected
- How long the area will be impacted (determined from consultation with SFPD)
- Projected time for resolution
- Safe staging location for parents
- When will lockdown be modified to allow movement on campus:
  - a. Inside secured buildings
  - b. Bathroom trips with supervision
  - c. Food delivery or pick up in cafeteria by class
  - d. Free movement inside the fence line
- 2. Communicate with 911 regarding the nature of the Lockdown.
- 3. Initiate Reunification process if needed (see SSEP Appendix D)
- 4. Activation of an all clear notice when advised by the SFPD or other emergency officials that the site is safe.

### **LOCKDOWN: ACTIVE SHOOTER**

Procedures and preparation provided by the US Department of Homeland Security:  
[https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

### **PROFILE OF AN ACTIVE SHOOTER**

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### **If an active shooter is in your vicinity and an exit is near:**

Evacuate the premises- take any students near you to evacuate. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 and then School Administrator when you are safe

**If evacuation is not possible:**

Find a place to hide where the active shooter is less likely to find you. Take any students nearby with you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- Try to keep any students in the hiding area quiet and calm

**Active Shooter Procedures in the Classroom:**

- Move any nearby students into classrooms and buildings
- Call 9-1-1
- Lock the door
- Blockade the door with heavy furniture
- Cover windows and turn off lights
- Seek cover under or near furniture and away from windows, or hide behind large items (i.e. cabinets, desks)
- Silence cell phones
- Turn off any source of noise (i.e., radios, televisions)
- Remain quiet
- Take roll and identify all students and staff in the classroom
- Try to keep any students in the hiding area quiet and calm
- Use appropriate communication methods (i.e., phones, radios, etc.) to contact the Superintendent/Executive Director or Principal.
- Be prepared for an evacuation at any time.
- Place a red card under the door or in the window if someone in the room requires medical attention.
- Follow the directions of SFPD once they arrive.

**If evacuation and hiding out are not possible:**

- Remain calm

- Gather any students and try to keep them quiet and calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

### **Take action against the active shooter**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

### **HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES**

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

### **How to react when law enforcement arrives:**

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

### **Information to provide to law enforcement or 911 operator:**

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial

officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so

### **MEDICAL EMERGENCY:**

In the event of a medical emergency, school staff should calmly and carefully assess the situation and immediately notify 9-1-1. School staff should follow directions given in the emergency plan and only take those measures that they are qualified to do. When handling medical emergencies, latex or rubber gloves must be worn at all times.

#### **Bleeding**

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If limb appears to be broken, minimize the movement, but take appropriate actions to stop the bleeding.

#### **Shock**

1. Take necessary actions to keep the individual's body temperature as close to normal as possible.
2. Do not attempt to move the victim unless there is an apparent threat to life.
3. Stay with the victim until 9-1-1 arrives on-scene.

#### **Choking** (*American Red Cross, Adult CPR/AED Skills Card*)

1. Stand behind the individual who is choking.
2. Lean the individual slightly forward and give five back blows with the heel of your hand.
3. Place the thumb side of one of your fists against the individual's abdomen, just above the navel and well below the end of the breastbone.
4. Grasp your fist with your other hand, give an abdominal thrust.
5. Repeat until the object comes out, the person can breathe or cough forcefully, or the person becomes unconscious.

#### **AED/CPR**

Should a student or staff member require CPR:

- A CPR certified staff member should follow procedures outlined in their training program.

- TECA will have an AED located at the Health Aide's station for use in medical emergencies.
- Stay with the victim until 9-1-1 arrives on-scene.

*\*Note: If a child is removed from the site by ambulance, an appropriate staff member should ride along to provide comfort and notify the parents/guardians.*

### **NUCLEAR BLAST/RADIATION THREAT:**

A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.

#### **During Warning of Nuclear Blast:**

- Take students to cover immediately, below ground if possible, though any shield or shelter will help protect from the immediate effects of the blast and the pressure wave that follows.
- If you are outside, quickly assess the situation. Consider if you can get out of the area or if it would be better to go inside a building and follow the emergency action "Shelter In Place".
- In order to radiation exposure, consider shielding, distance and time.
  - Shielding – a thick shield between a person and the radioactive materials will reduce the amount of radiation that will be absorbed.
  - Distance – the farther away we are from the blast and the fallout, the lower our exposure will be.
  - Time – minimizing time spent exposed will reduce risk.
- Use available information to assess the situation. If there is a significant radiation threat, health care authorities may or may not advise people to take potassium iodide to help protect the thyroid gland.

### **POWER OUTAGE/ROLLING BLACKOUT:**

*It is the District's intent that schools will remain open during a power outage.*

#### **Preparation for an Outage**

- Ensure portable lighting (i.e., flashlights and batteries) is available at your school site.
- Keep hallways and pathways clear at all times.

- Ensure school staff have established alternative teaching methods and plans to be used during power outages.
- Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

### **During an Outage**

#### **The Superintendent/Executive Director or Principal will:**

- Contact Buildings and Grounds (B&G) and Work Control (415-695-5515 or 415-695-5508) immediately if the school site is experiencing a blackout.
- After 30 minutes, have pre-identified ERT members walk through campus and check on the status of individuals in each building.

#### **Teachers and staff will:**

- Ensure students use a buddy system when going to the restroom.
- Do NOT use candles or gas lanterns.
- Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

### **SHELTER-IN-PLACE:**

Shelter-in-Place may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Shelter-in-Place will be routinely practiced during the school year.

- Shelter:** Move all students and staff inside.
- Shut:** Lock all doors and close windows.
- Listen:** Remain quiet to hear critical instructions from the Superintendent/Executive Director or Principal and/or emergency responders.

If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.

If the incident involves gas leaks or chemical spills, follow the procedures as described in the emergency plan.

### **FAMILY RESOURCES:**

- FEMA and Red Cross Family Communication Plans  
[www.fema.gov/plan/prepare/commplan/htm](http://www.fema.gov/plan/prepare/commplan/htm)
- Family Disaster Plans [www.fema.gov/kids/dzplan.htm](http://www.fema.gov/kids/dzplan.htm)  
Prepare Your Family [www.redcross.org/services/prepar](http://www.redcross.org/services/prepar)

## SECTION 6: EMERGENCY EVACUATION PROCEDURES

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted.

Schools must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

### Evacuation Locations

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population.

#### A. On-Campus Evacuation Location

School officials should review their school site layout and determine where the safest outdoor location is on campus to assemble students and staff. It is important to ensure there is adequate space for the entire school population and there is no danger of falling debris or power lines.

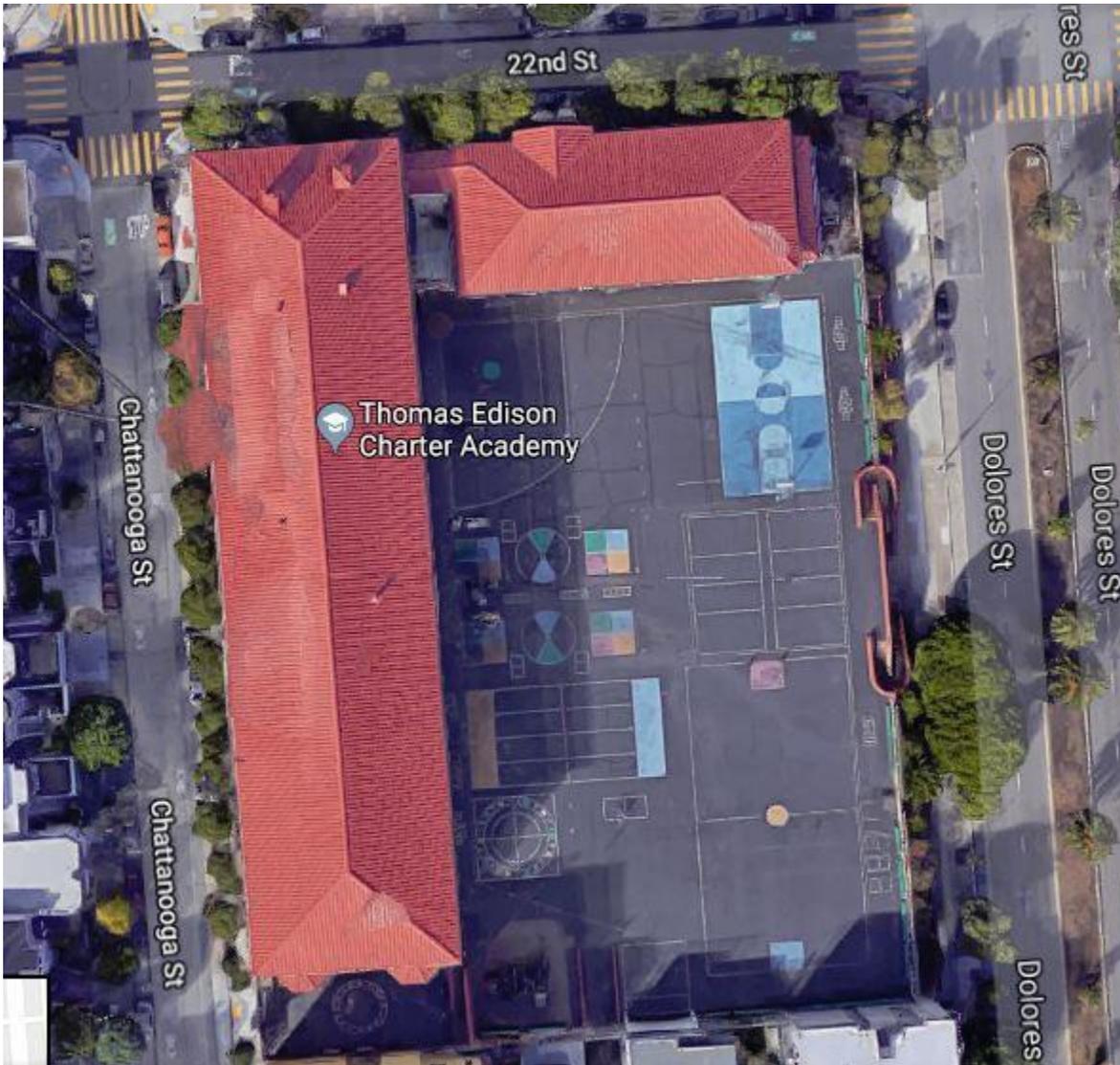
List the on-campus evacuation locations below:

Primary Location	Courtyard
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Below are the Evacuation Maps:

### Evacuation Maps

<https://www.google.com/maps/@37.7544992,-122.4264711,153m/data=!3m1!1e3>



## Evacuation Procedures

### On-Campus Evacuation Procedures

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

- A. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location.
- B. School staff must take roll at the evacuation area to ensure that all students are accounted for.
- C. Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- D. School staff should identify any students who need medical attention and provide appropriate care.
- E. School staff should remain with their students and help to calm them.

- F. If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- G. Students should be debriefed to calm fears about the evacuation as per the District Crisis Response Manual.

**Off-Campus Evacuation Location**

Address	22 <sup>nd</sup> Street and Dolores Street (On Dolores)
Point of Contact	TECA’s Public Information Officer
Phone Number	415-970-3330

**Off-Campus Evacuation Map**



**Off-Campus Evacuation Procedures**

Off-campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required.

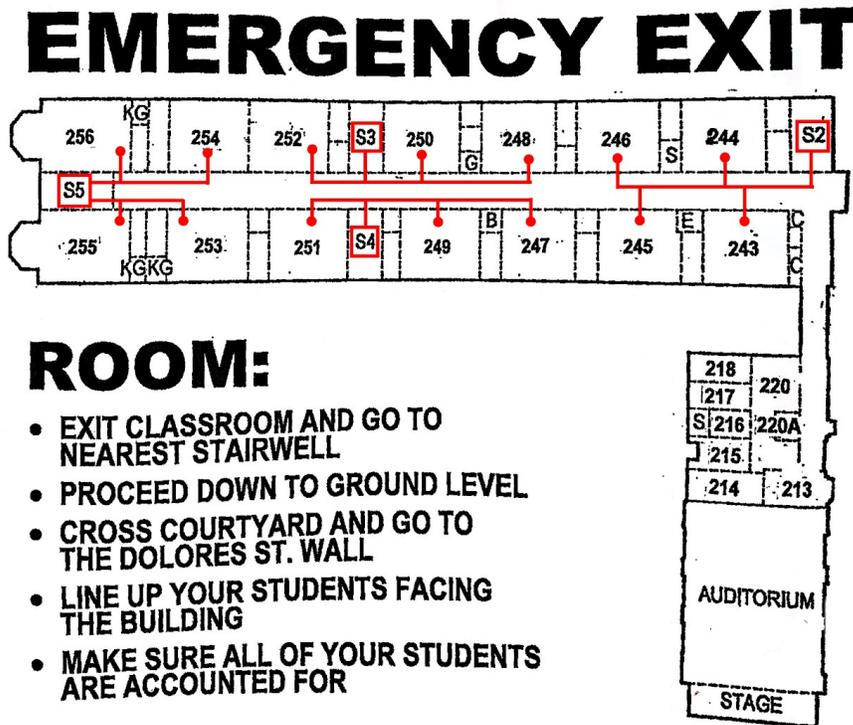
- A. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location.

- B. School staff must take roll at the evacuation location to ensure that account is made for all students.
- C. Students who are missing or left behind due to serious injury should be immediately reported to school officials.

### Evacuation Routes

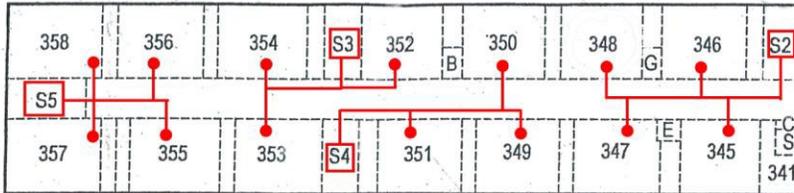
If an emergency occurs and an evacuation is needed, school sites should have pre-designated routes to all evacuation locations. Each classroom is required to have posted its primary and secondary evacuation routes from the classroom.

#### Classroom evacuation routes from 2nd floor:



#### Classroom evacuation routes from 3rd floor:

# EMERGENCY EXIT



## ROOM:

- EXIT CLASSROOM AND GO TO NEAREST STAIRWELL
- PROCEED DOWN TO GROUND LEVEL
- CROSS COURTYARD AND GO TO THE DOLORES ST. WALL
- LINE UP YOUR STUDENTS FACING THE BUILDING
- MAKE SURE ALL OF YOUR STUDENTS ARE ACCOUNTED FOR

## **Section C: Policies for pupils who committed certain serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations**

The criteria for suspension and expulsion of students, including special education students, are consistent with state and federal laws. Thomas Edison Charter Academy provides students due process hearings in conformity with the requirements of state and federal law regarding special education, confidentiality, and access to records. The focus of the school is on learning. The staff and community are committed to the consistent implementation of consequences for inappropriate behavior. The Principal and staff of the school have designed and implemented a comprehensive school wide learning environment initiative that integrates:

### School wide Structures for Prevention and Intervention

- A clearly defined code of conduct and accompanying procedures.
- A conflict management/peer mediation strand that offers training and problem-solving strategies for teachers and students.
- A program of consequences and a program of rewards for positive behavior (awards, recognition) for model school community citizens.
- A rich and motivating curriculum, effectively implemented.
- A character and ethics component with clear values modeled by all members of the school community.
- School wide efforts by all staff to regularly review learning environment management issues and make recommendations to the administrative team.
- An operational crisis intervention program.
- Training that provides a common focus, and is ongoing- offering a forum for regular discussions of professional issues geared toward problem solving.
- A commitment to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking risks involved in learning will be fostered in each classroom.
- Issues of cultural, ethnic, and instructional diversity are addressed through training and support.
- Instructional techniques that support effective, positive, productive interactions among students and staff are included in professional development.
- Effective communication skills and techniques training are included in professional development for all members of the school community.

### Disciplinary Actions

Thomas Edison Charter Academy has established disciplinary rules and procedures, which shall be enforced fairly and consistently amongst all students. This policy and its procedures are included in the Thomas Edison Charter Academy Parent/Student Handbook, and will be distributed to all parents at the beginning of each school year, or upon enrollment during the school year. Teachers will spend the beginning of the year reviewing the handbook in class with their students. A parent signature

sheet will be collected and kept on file in each classroom stating that parents read and discussed the handbook with their child(ren).

Disciplinary action includes but is not limited to advising and counseling students, detention during and after school hours, the conferring with parents/guardians, the use of alternative educational environments, community service, suspension, and expulsion. Corporal punishment shall not be used against any student. Corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect themselves, students, or other staff.

Suspension or Expulsion Criteria

Thomas Edison Charter Academy provides students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records. The Executive Director and Principal, and their designee, have the authority to suspend a student as provided for by law, subject to appeal to the Board or its designee, as the Board may designate. Only TECA’s Board or its designee has the authority to expel a student. Thomas Edison Charter Academy will conform with Education Code 47605 d (3) : “If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.” Suspended or Expelled students shall not be allowed to attend any school and school-related activities during the time of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities in Education Act (IDEA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is given the same due process procedures applicable to regular education students except when federal and/or state law requires different or additional procedures. A student may be suspended or expelled for the behaviors listed below and in the parent/student handbook if the behavior occurs on school grounds, while going to or from school, or at any other school sponsored event at another location.

Students may be suspended or expelled if they violate Education Code Section 48900:

(a)	(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(a)	(2) Willfully used force or violence upon the person of another, except in self-defense.
(b)	Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c)	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d)	Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage,

	or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e)	Committed or attempted to commit robbery or extortion.
(f)	Caused or attempted to cause damage to school property or private property.
(g)	Stolen or attempted to steal school property or private property.
(h)	Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
(i)	Committed an obscene act or engaged in habitual profanity or vulgarity.
(j)	Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k)	(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(k)	(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(l)	Knowingly received stolen school property or private property.
(m)	Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n)	(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p)	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q)	Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r)	Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

	<p>(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.</p> <p>(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> <p>(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:</p> <p>(i) A message, text, sound, video, or image.</p> <p>(ii) A post on a social network Internet Web site, including, but not limited to:</p> <p>(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).</p> <p>(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.</p> <p>(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.</p> <p>(iii) (I) An act of cyber sexual bullying.</p> <p>(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.</p> <p>(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.</p> <p>(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.</p> <p>(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.</p>
(s)	<p>A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:</p> <p>(1) While on school grounds.</p> <p>(2) While going to or coming from school.</p> <p>(3) During the lunch period whether on or off the campus.</p> <p>(4) During, or while going to or coming from, a school sponsored activity.</p>
(t)	<p>A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an</p>

	aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u)	As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v)	A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(w)	It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Students may be suspended or expelled if they violate the following Educational Code Sections:

48900.2	In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.  For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
48900.3	In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
48900.4	In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
48900.5	(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.  (b) Other means of correction include, but are not limited to, the following: (1) A conference between school personnel, the pupil's parent or guardian, and the pupil. (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.

	<p>(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.</p> <p>(4) Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).</p> <p>(5) Enrollment in a program for teaching pro-social behavior or anger management.</p> <p>(6) Participation in a restorative justice program.</p> <p>(7) A positive behavior support approach with tiered interventions that occur during the school day on campus.</p> <p>(8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.</p> <p>(9) Any of the alternatives described in Section 48900.6.</p>
48900.6	<p>As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal’s designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil’s non-school hours. For the purposes of this section, “community service” may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.</p>
48900.7	<p>(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.</p> <p>(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.</p>
48900.8	<p>For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the department, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in Section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.</p>
48900.9	<p>(a) The superintendent of a school district, the principal of a school, or the principal’s designee may refer a victim of, witness to, or other pupil affected by, an act of bullying, as defined in paragraph (1) of subdivision (r) of Section 48900, committed on or after January 1, 2015, to the school counselor, school psychologist, social worker, child welfare attendance personnel, school</p>

	<p>nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.</p> <p>(b) A pupil who has engaged in an act of bullying, as defined in paragraph (1) of subdivision (r) of Section 48900, may also be referred to the school counselor, school psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, or for participation in a restorative justice program, pursuant to Section 48900.5.</p>
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The suspension and expulsion list above is not exhaustive and depending upon the offense; a student may be suspended or expelled for misconduct not listed above.

### Suspension Procedures

The suspension shall be preceded by:

- A. A conference between the Principal or his/her designee and the student in which they are informed of the reason for the disciplinary action, the evidence against him or her, and be given an opportunity to present his or her evidence in his or her defense.
- B. An informal conference either in person or by phone between the Principal or his/her designee and the parent/guardian of the student. The parent/guardian shall be informed of the reason for the action, and the evidence. If the parent/guardian cannot be reached in person or by phone, a copy of the Suspension Notice will be sent home with the student, and a conference scheduled for the next day.

Notice to Parents/Guardians will be given to them in writing.

*Draft Suspension and Expulsion Policy, May 2019*

## D: Procedures to Notify Teachers of Dangerous Pupils

### Administrative Regulation - Teacher Notification of Dangerous Students

*Board Approved May 15, 2019*

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code [49079](#))

The above information shall be made available for teachers to read, and a copy shall be kept in the student's file.

(cf. [3514](#) - Safety)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

Legal Reference:

EDUCATION CODE

[44014](#) Report of assault by pupil against school employee

[44807](#) Duty concerning conduct of pupils

[48902](#) Notification of law enforcement authorities if student violates assault or controlled substance provision

[48904](#) Parental liability

[49079](#) Notification to teacher; student who has caused or attempted to cause serious bodily injury

48905 Injury or damage to person or property of school district employee; request for legal action

49331 Removal of injurious object from possession of pupil by designated employee

PENAL CODE

[71](#) Threatening public officers and employees and school officials

[241.2](#) Assault on school or park property against any person

[241.3](#) Assault against school bus drivers

[241.6](#) Assault on school employee.

[243](#) Battery; punishment

[243.2](#) Battery on school or park property against any person

[243.3](#) Battery against school bus drivers

[243.6](#) Battery against school employee

CIVIL CODE

[51.7](#) Freedom from violence or intimidation

1. The principal shall notify administrators, counselors and other pertinent individuals of the parameters for identifying records regarding "caused or attempted to cause serious bodily injury" under Education Code [49079](#).

A definition of "injury" and "serious bodily injury" in Penal Code [243](#) reads as follows:

- a. "Injury" means any physical injury which requires professional medical treatment.
- b. "Serious bodily injury" means a serious impairment of physical condition including, but not limited to, the following:
  - (1) Loss of consciousness.
  - (2) Concussion.
  - (3) Bone fracture.
  - (4) Protracted loss or impairment of function of any bodily member or organ.
  - (5) A wound requiring extensive suturing.
  - (6) Serious disfigurement.

2. The principal or designee will make the final determination if the student has caused or attempted to cause serious bodily injury.

3. Teacher notification shall begin first day of fall semester.

4. The principal or designee shall make a minimum of two attempts to notify the appropriate teachers of identified student.

The principal or designee shall on a quarterly basis verify that there has not been a program change regarding such a student which would require additional notices being sent to appropriate teachers.

5. Notification shall be by memo or note in the teacher's mailbox to "meet with administrator or designee to discuss and review records of a student pursuant to Education Code 49079." The student's name shall not be included on this note. The teacher will sign that they viewed this record and, at that time will be apprised that the law requires that any information received by a teacher regarding such students be received in confidence and not be further disseminated by the teacher.

6. The principal or designee shall provide leadership and training for teachers as to how one deals with a student who has caused or attempted to cause serious bodily injury.

7. The principal or designee shall maintain a list of:

- a. Identified students.
- b. When they were identified.
- c. When they no longer need to be identified (three-year maximum).
- d. What they were identified for.

8. A copy of this list will be submitted semiannually to the Superintendent/Executive Director.

## Section E: Discrimination and Harassment Policy

### 1.1 Equal employment Opportunity Policy

The School's belief in respect for the individual is the foundation for creating equal employment opportunity. All employment actions, such as recruitment, hiring, promotions, terminations, layoffs, returns from layoffs, compensation, benefits, transfers and participation in TECA- sponsored training, education or social/recreational programs, are made without regard or consideration for an individual's race, color, creed, religion, sex, sexual orientation, age, national origin, citizenship status, veteran status, mental or physical disability, marital status, genetic information or an individual's membership in any other class or category protected by applicable federal, state or local law.

California law also prohibits discrimination against employees based on their gender identity, and expression, ancestry, or medical condition. The School will not tolerate discrimination or harassment based upon these characteristics or any other characteristics protected by applicable federal, state, or local law.

#### **NOTE:**

San Francisco ordinances prohibit discrimination against employees based on their domestic partner status, AIDS/HIV status, weight and height. The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor or contact the TECA Human Resources Division and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School and TECA in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

For further information, please contact the TECA Human Resources Division.

The School will attempt to make reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

### 1.2 Anti-Harassment Policy

The School intends to provide a work environment that is pleasant, professional and free from intimidation, hostility or other offenses, which might interfere with work performance. Harassment of any sort—verbal, physical or visual—on the basis of a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, sex, sexual orientation, gender identity, or expression, age, national origin, citizenship status, ancestry, veteran status, physical or mental disability, marital status, genetic information or any other protected status defined by law. Such conduct when severe or pervasive is illegal.

Harassment that violates this policy may take different forms including, but not limited to:

- Any conduct that creates a hostile environment or that intentionally embarrasses or humiliates another individual
- Verbal conduct, such as epithets derogatory comments, slurs or unwelcome comments or jokes
- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures
- Physical conduct, such as assault, blocking normal movement, restraint, touching or physical interference with work
- Threats or demands to submit to certain non-work-related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion
- Retaliation for having reported harassment or discrimination or having assisted another employee in reporting harassment or discrimination

Any employee who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board member, officer, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor or Superintendent/Executive Director.

### **California Harassment Policy**

In addition to the complaint procedures set forth in the Harassment Complaint Procedure section of the Employee Handbook, employees should also be aware that the U.S. Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of harassment, discrimination and retaliation in employment. Employees who believe that they have suffered unlawful discrimination, harassment or retaliation may file a complaint with either of these agencies. The EEOC and the DFEH serve as neutral fact finders and attempt to help the parties to resolve disputes voluntarily. You also may contact the local offices of the EEOC or DFEH, as listed the government section of the white pages telephone directory or available online at <http://www.eeoc.gov/field/andd> <http://www.dfeh.ca.gov./Offices.htm>

#### **1.1 Policy Against Sexual Harassment**

Sexual harassment, like any other form of harassment, will not be tolerated at the School. Sexual harassment includes sexual overtures, either verbal or physical, which could be construed as

affecting an individual's employment, continued employment, salary, appraisal, advancement or other employment decisions.

In addition, remarks or actions directed toward an individual on the basis of gender which have the effect of creating an intimidating or offensive work environment for that individual or that interfere with that individual's ability to perform his or her job responsibilities are also considered to be sexual harassment. It is the effect of the remarks or actions, rather than the intent of the actor, that is determinative of whether the actions constitute sexual harassment.

Sexual harassment that violates School policy includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or
- Such conduct has the tendency, purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment refers to behavior: (1) that is not welcome; (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; (3) that fails to respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment. It makes no difference if the harassment is "just joking," "teasing," or "playful." Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of School policy include, but are not limited to, the following:

**A. Verbal**

- a. Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors
- b. Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats
- c. Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability

**B. Visual**

- a. Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, or graphic commentaries or obscene gestures in the workplace

**C. Physical Contact**

- a. Any sexual advance involving physical contact that is not welcome, including, but

not limited to, touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body

The School is committed to providing a respectful work environment, free from all forms of prohibited harassment or intimidation. To that end, it is the School's policy to prohibit offensive or harassing behavior, even when such conduct would not rise to the level of illegality. If you feel that you have been a victim of sexual harassment or have witnessed an incident that made you feel uncomfortable, you must immediately contact your supervisor or the Principal.

### **1.1 Harassment Complaint Procedure**

You are entitled to pursue your employment free of discrimination and harassment based on race, color, creed, religion, sex, sexual orientation, gender identity and expression, age, national origin, citizenship status, ancestry, veteran status, mental or physical disability, medical condition, marital status, genetic information, or membership in any other class or category protected by applicable federal, state or local law. If you believe that you have been the subject of harassment or discrimination on any basis, or if you have observed or become aware of harassment or discrimination, you are required and have a responsibility to report the matter immediately. Any complaints of perceived discrimination and/or harassment should be made to your supervisor or administration. The complaint should be as detailed as possible. If you can, please include the names of the individuals involved, the names of any witnesses, direct quotations when language is relevant and any documentary evidence.

Once a complaint is made it will be investigated in a timely manner. The investigation of a complaint will usually include speaking with the complaining party, any named or apparent witnesses or persons with relevant information and the alleged discriminator/harasser. Employees who have been charged with discrimination or harassment will be afforded an opportunity to offer and present information in their defense. The particular facts of the allegation will be examined individually with a focus upon the nature of the behavior, the pattern of such conduct, if any, and the context in which the incident(s) occurred.

Confidentiality will be maintained to the extent possible consistent with the School's obligation to conduct a thorough investigation. All School employees who become involved in an investigation of discrimination or harassment are to treat the matter confidentially.

The School requires and expects its employees to immediately report any incidents of perceived discrimination and/or harassment. All School personnel are required to cooperate in any investigation of discrimination, harassment or other alleged workplace wrongdoing. Any employee who complains about any perceived discrimination and/or harassment or who participates in the investigation may do so without fear of retaliation. Retaliation against any employee for filing a complaint of discrimination or harassment or for participating in the investigation of such a complaint is strictly prohibited by this policy and is grounds for disciplinary action, up to and including termination of employment.

Upon completion of the investigation, both the complainant and the accused will be given notice of the findings of the investigation. If it is determined that prohibited discrimination or harassment has



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occurred, appropriate disciplinary action will be taken. This may include counseling, training, transfer or disciplinary action, up to and including termination.

## Section F: Schoolwide Dress Code Prohibiting Gang-related Apparel

### UNIFORM POLICY

Thomas Edison Charter Academy students wear uniforms, to provide equity among students, diminish economic and social barriers, and help create a stronger community. Adhering to TECA's uniform policy helps to ensure student safety and comfort.

It is mandatory for students to wear the designated uniform. Our restriction against students wearing the colors royal blue and red are strictly enforced to help ensure no gang related issues arise on campus, and to ensure the safety of our students on their way to and from school.

Should the cost of the uniforms be a hardship, families may contact the school for support.

**TOPS:** All shirts must be white or heather grey. Shirts must have a collar and include a Thomas Edison Charter Academy logo on the left chest. It is optional to purchase an iron-on patch with the Thomas Edison Charter Academy logo. Tops must fit sufficiently and properly. No RED or ROYAL BLUE clothing may be worn underneath. Coats, sweaters, and jackets must be white, grey, or black.

**BOTTOMS:** All dress pants, skirts, or jumpers must be a solid khaki or black color, made of cotton or cotton blend material. Pants, hemmed shorts, skirts, and jumpers must be appropriate size and no shorter than knee length. No RED or ROYAL BLUE clothing may be worn underneath.

**SHOES/SOCKS:** All shoes must be appropriate for physical activity. Shoes and socks must be brown, black, white, or grey. No RED or ROYAL BLUE may be present anywhere on shoes or socks.

**ACCESSORIES:** All jewelry, belt buckles, hair accessories, etc. must be modest in color/design and small in size so as to not distract from the learning environment or inhibit physical activity. No RED or ROYAL BLUE may be present on any accessories.

**HEADWEAR:** All HATS (including hoods), sunglasses, and scarves may only be worn outside. No RED or ROYAL BLUE may be present on any headwear unless for religious purposes.

Thomas Edison Charter Academy may have certain "out of uniform" days for special events, occasions, or other reasons.

TECA staff reserves the right to decide whether or not an article of clothing is appropriate for this educational setting, and to require students to remove/replace offensive clothing with extras from the main office.

## Section G: Procedure for Safe Ingress and Egress of Pupils, Parents, and Employees

TECA ensures a safe learning environment for students, staff, and families throughout the school day.

All doors to the outside are locked throughout the day, with only key faculty possessing keys to ensure safety.

During intake, from 7:55-8:15 am, and dismissal, from 3:00-3:15 pm or 1:00-1:15 pm on a minimum day, staff and administrators are assigned to all doorways and throughout the school campus to monitor student and family flow, and ensure any non-school community visitors report to the office. In addition, staff and administrators roam the school grounds throughout the day to monitor the campus, and have procedures in place for any situations that may arise.

The front doors to the school remain locked through out the day, and the office secretary opens the door for each visitor only after viewing them in their camera.

### VISITATION POLICY

No one is allowed in the hallways or classrooms without a visitor's pass except TECA staff. Volunteers must get a visitor's pass from the office. Individuals in hallways or other areas on campus without identification will be escorted to the office or off campus by security. Law enforcement will be called if necessary to ensure the safety of our students.

#### **All visitors must check into the front office, show identification, sign in, and get a visitor's badge.**

For safety reasons, we must have an accurate list of all people who are in our building at all times. Visitors must also sign out upon leaving.

- Wear your visitor badge where it is visible to all. Even though our staff may know you, there may be substitutes, or volunteers who do not.
- Upon completion of your intended visit, proceed to the office to sign out.
- If you need to bring a forgotten item up to the classroom, or give your child information about after school plans, you must leave these at the Main Office. **YOU MAY NOT GO TO THE CLASSROOM OR IN THE HALLWAYS WITHOUT FOLLOWING THE ABOVE GUIDELINES.**

Parents/guardians of pupils enrolled in public schools have the right and the opportunity to participate in the education of their children, and to observe classroom time, meet with teachers, volunteer at the school, and to examine their student's work, assessments, and records upon reasonable notice at the Main Office. All visits must be scheduled with the Main Office to ensure that they do not interfere with planned activities and classroom instruction. No visits will take place during testing (spring each year). All visitors are reminded that they are required to follow directions of school staff to ensure safety and compliance with school rules. Failure or refusal to follow the above guidelines may result in permanent restriction from the campus and/or police involvement to ensure the safety of all students.

### PICK UP/DROP OFF

**Cars picking up or dropping off students must do so on Chattanooga St. (Grades K-3) or Dolores St. (Grades 4-8). Pick Up and Drop off on 22nd St. is prohibited.** Please be polite to our neighbors - do not double park or block driveways at any time. Do NOT leave your car unattended unless you have legally parked. Make sure your children cross the street at the corner and/or they are accompanied by an adult.

TECA staff does not provide supervision for students before 7:55 a.m. or after 3:15 p.m. (1:15 p.m. on Wednesdays). Any student on campus after 3:15 p.m. (1:15 p.m. on Wednesdays) must be enrolled in the after-school program, after school tutoring, or detention. If your student is continually left after school past 3:15 p.m. (1:15 p.m. on Wednesdays) the Governing Board has authorized both of the following options:

1. Your child being sent to the after-school program at a cost of \$175.00 per month for up to two days a week, \$250.00 per month for 3 days a week and \$350.00 per month for 5 days a week.
2. Continual failure to pick your child up at dismissal time and/or pay for the after-school care is against the law and cause for a call to Child Protective Services as well as the Mission Police Department. Children cannot be left unattended in public places and TECA staff is not able to provide free childcare services after work hours.

**WALKERS:** Released from the front main doors on 22nd, or stairs to Dolores from the courtyard.  
**NO DRIVERS MAY PICK UP STUDENTS ALONG 22<sup>nd</sup> STREET.**

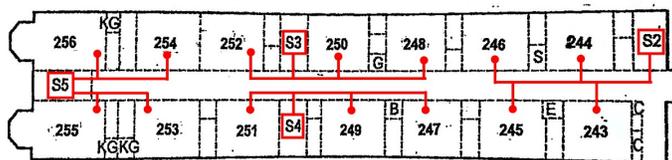
**DRIVERS:** Grades TK-3 will be dismissed to the kinder yard adjacent to Chattanooga St. Students in 4 - 8th grade with siblings in TK-3 can wait in the kinder yard for parent pickup. Grades 4-8 will be dismissed to Dolores Street. Drivers **MUST REMAIN IN THEIR VEHICLES IN LINE FOR PICK UP.** Cars that are double-parked, parked in neighbor's driveways, or illegally parked will be subject to ticketing or towing.

**AFTER SCHOOL PROGRAM "Extended Day Enrichment" STUDENTS:** Students attending Extended Day Enrichment Program will be met by Extended Day Enrichment staff in the hallway outside their classroom, and walk together to report to the cafeteria. Any student in the extended day program who is not in the cafeteria after 3:15 p.m. (1:15 p.m. on Wednesdays) and under direct supervision until pick up time will be considered truant from the program. Repeated offenses will result in removal from the program.

If an emergency occurs and an evacuation is needed, school sites should have pre-designated routes to all evacuation locations. Each classroom is required to have posted its primary and secondary evacuation routes from the classroom, to ensure student and staff safety.

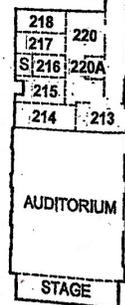
Evacuation Routes from 2<sup>nd</sup> floor:

# EMERGENCY EXIT



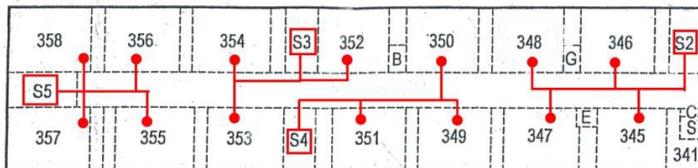
## ROOM:

- EXIT CLASSROOM AND GO TO NEAREST STAIRWELL
- PROCEED DOWN TO GROUND LEVEL
- CROSS COURTYARD AND GO TO THE DOLORES ST. WALL
- LINE UP YOUR STUDENTS FACING THE BUILDING
- MAKE SURE ALL OF YOUR STUDENTS ARE ACCOUNTED FOR



Evacuation Routes from 3<sup>rd</sup> floor:

# EMERGENCY EXIT



## ROOM:

- EXIT CLASSROOM AND GO TO NEAREST STAIRWELL
- PROCEED DOWN TO GROUND LEVEL
- CROSS COURTYARD AND GO TO THE DOLORES ST. WALL
- LINE UP YOUR STUDENTS FACING THE BUILDING
- MAKE SURE ALL OF YOUR STUDENTS ARE ACCOUNTED FOR

## Section H: Procedures for Providing a Safe and Orderly Environment Conducive to Learning

### BEHAVIOR POLICY

In alignment with our mission of providing a “safe, socially just, and respectful environment,” TECA is implementing the best research based approaches to discipline including Restorative Practices.

Restorative Practices move toward restoring a sense of harmony and well-being for all those affected by a hurtful act. It provides families, schools, and communities a way to ensure accountability while at the same time breaking the cycle of retribution and violence. It is based on a view of resilience in children and youth and their capability to solve problems, as opposed to the youth themselves being the problems adults must fix. It focuses not on retribution but on reconnecting severed relationships and re-empowering individuals by holding them responsible. This approach acknowledges that, when a person does harm, it affects the persons they hurt, the community, and themselves. When using restorative measures, an attempt is made to repair the harm caused by one person to another and to the community so that everyone is moved toward healing.

Restorative practices involve students and the entire school community in a process to repair the harm resulting from conflicts through such means as: community circles that create a respectful group space in which students participate in establishing the values for the class based on human dignity and the democratic principles of rights and responsibilities and restorative conferences. All students will be encouraged to participate in restorative practices.

TECA also may impose any of the following responses and consequences in cases of student misbehavior:

**INFORMAL TALK:** A staff member will talk to the student and try to reach an agreement regarding the student’s behavior.

**PARENT/GUARDIAN INVOLVEMENT:** A parent/guardian is notified by phone or e-mail. A conference may be conducted between the student, his or her parent, appropriate school personnel, and any other individuals concerned. A positive behavior contract may be used.

**TIME OUT REFLECTION:** A student is assigned to work in an alternative classroom for all or part of an instructional period. The student works with a teacher to create a plan to return to class.

**IN-SCHOOL SUSPENSION (ISS):** A student is suspended from his or her classroom for one (1) to five (5) days. A parent/guardian is notified that the student will continue to work on grade-level assignments in an alternative room. The student works with a teacher/staff member on a behavior plan to return to the regular classroom.

**OUT OF SCHOOL SUSPENSION (OSS):** A student is suspended from school campus for one (1) to nine (9) days. A parent/guardian is notified that the student must be removed from school and may return on a specific date. A conference may be scheduled. Students who are suspended out of school for a total of 9 days during the school year (collectively) will have a conference with parents and school administration and may be recommended for expulsion.

**EXPULSION:** A student is informed that he or she is subject to expulsion. A parent/guardian is notified and given clear instructions regarding the due process procedure. The Charter Board receives the recommendation for expulsion from administration. The due process procedure is immediately initiated and expulsion does not become effective until it is completed. All out of school suspensions and expulsions are recorded in the student's file.

**CAFETERIA:** Students who do not follow the cafeteria behavior policy may be removed from the cafeteria and required to eat lunch in a quiet location.

**RESTROOMS:** Students who do not follow the restroom behavior policy may be restricted to use the restroom only under adult supervision.

## ANTI-BULLYING POLICY

### Scope of Policy

This policy applies to all students, parents, staff and anyone on the TECA campus at any time. Student behaviors on TECA campus, at any school-sponsored event, students traveling to and from school, and cyber-bullying or bullying carried out by any technology device from one student towards another is included.

### Definition of Bullying

Bullying is the repeated intentional aggressive behavior from one person towards another, which involves a difference in the balance of power.

### Types of Bullying

**Physical Bullying:** When a person repeatedly uses physical force to hurt another person. Physical bullying can also include repeated interference with another person's belongings.

**Verbal Bullying:** When a person directs words at another person with the intention of scaring them, humiliating them, or harassing them. This includes repeated threats, taunts, insults, name-calling or hostile gestures.

**Relational Bullying:** When a person has a negative impact on another person's friendships/relationships by spreading gossip or rumors about them, writing or drawing things about them that are designed to hurt or humiliate.

**Cyber Bullying:** When a person uses a computer, phone or connected device to send threatening or insulting messages, post untrue or embarrassing information or pictures about another person.

### **Staff Response**

If a staff member becomes aware of a pattern of behavior that represents bullying, for example the student has been involved in an aggressive incident repeatedly which resulted in an imbalance of power, they will refer the student to their classroom teacher and administrator. Should the classroom teacher discover that the behavior continues, they will refer the student to administration. TECA uses several problem-solving approaches including Restorative Practices and “The Solution Team” response to bullying (created by *No Bully*).

### **Parent Response**

We expect parents to support TECA’s anti-bullying policy. Please encourage your child to immediately tell a member of the staff about any issue of bullying. Contact your child's class teacher if you are concerned that your child is being bullied. TECA strongly urges you **NOT** to instruct your child to defend themselves through the use of inappropriate language or behavior. We request that you allow the school to resolve the situation through Restorative Practices.

## **KEEPING STUDENTS SAFE**

Students are forbidden to:

- cause, attempt to cause or threaten to cause physical injury to another person
- use force or violence upon the person of another
- possess, sell or otherwise furnish any firearm, knife, explosive or other dangerous object
- unlawfully possess, use, sell, or otherwise furnish, or be under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind
- commit or attempt to commit robbery or extortion
- cause or attempt to cause damage to school property or private property
- steal or attempt to steal school property or private property
- possess or use tobacco or any products containing tobacco or nicotine
- commit an obscene act or engage in habitual profanity or vulgarity
- unlawfully possess or offer, arrange or negotiate to sell any drug paraphernalia
- disrupt school activities or otherwise willfully defy the valid authority or supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of duties
- Leave, or not attend, any class without written permission from a teacher/staff, or be late from any transition without previous approval
- knowingly receive stolen school property or private property
- possess an imitation of a weapon (similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a weapon)
- commit or attempt to commit a sexual assault
- harass, threaten or intimidate a pupil who is a complaining witness or a witness in a school disciplinary proceeding
- engage in or attempt to engage in hazing

- engage in sexual harassment
- attempt to cause, threaten to cause or participate in an act of hate violence
- engage in harassment, threat or intimidation directed against school district personnel or against a pupil or group of pupils for any reason, including and not limited to nationality, race, gender, sexuality, physical appearance, etc.
- make terroristic threats against school officials and/or school property

Students engaging in any of the above activities will be subject to suspension and/or expulsion from Thomas Edison Charter Academy.

The school is not responsible for the loss or theft of items brought from home. Administration will not disrupt students' learning time to investigate the loss of an item that is on the forbidden items list.

**PROHIBITED ITEMS** include, but are not limited to, the following:

- Nuts (peanuts, almonds, cashews, pecans, etc.) or nut by-products
- Chewing gum
- Unhealthy foods containing high concentration of sugar and/or fat (e.g. candy, soda, chips, fast food)
- Electronic devices (e.g. cellular phones, pagers, mp3 players/iPods, games/toys)
- Vehicles (e.g. scooters, skateboards, rollerblades, shoes with wheels)
- Permanent markers/pens/paint
- Aerosol cans, spray bottles, water shooters
- Hairspray, perfume/cologne, cosmetics
- Playing cards or trading cards
- Toy/fake weapons

## Code of Civility

**Board Approved Jan. 30, 2019**

**TECA is a safe and sacred place of learning that honors the uniqueness of children and adults.** TECA faculty, staff, students, parents, administrators, board members, *partners*, and the community agree to uphold the following expectations for Civility ***on school grounds, at school-sponsored events, on school-sponsored communication platforms and in all communications:***

1. Treat each other with ***mutual*** respect and courtesy at all times.

- *We listen* carefully and respectfully as others express opinions that may be different from our own.
- *We share* our opinions and concerns without loud or offensive language, gestures or profanity or ***personal-attacks on protected classes: race, color, religion or creed, national origin or ancestry, gender, sexual orientation, age, disability, family***
- *We do not interrupt, mock or rudely mimic* another person.
- *We do not take* what is not ours; from a person, from the community, or from a culture.
- *We do not wear* clothes or colors that are not aligned with our dress code, which is intended to keep us safe.

*status, citizenship, or immigration status.*

2. Treat each other with kindness.

- *We treat each other as we would like to be treated, and we assume best intentions.*
- *We honor other people's thoughts, wishes, and words.*
- *We allow each person the right to personal expression and treat all fairly.*
- *We understand that all persons make mistakes, and that all mistakes are opportunities for learning.*
- *We help others in their time of need.*
- *We do not verbally threaten or cause bodily harm to another.*
- *We do not threaten or cause damage to the property of another.*
- *We do not harass, belittle, or tease another and we do not allow others to do so in our presence.*
- *We do not demean and are not abusive or profane in any of our communications with others.*

3. Take responsibility for our own actions: **Everything we say and do impacts our community.**

- *We share factual information honestly at all times.*
- *We understand that there is a time to speak and a time to listen -how we conduct ourselves matters.*
- *We accept that we do not always get our way.*
- *We respond when asked for assistance.*
- *We lead by example and we follow school rules.*
- *We refrain from inappropriate displays of temper.*
- *We do not speak for or represent others without their permission.*
- *We do not disrupt or attempt to interfere with the operation of a classroom, a work or public area of our school campus, or a school event.*

4. Cooperate with one another.

- *We respect the obligations and time constraints we each face.*
- *We graciously accept that we cannot be involved in every decision or every process.*
- *We notify each other of information that helps reach common goals. This may include: safety issues, academic progress, changes that might impact a student's work, or events in our community that might impact our school.*
- *We do not obstruct or intentionally sabotage the work of others in any way.*
- *We do not interfere in the privacy and personal space of others.*
- *We do not ever speak of others in a bad way.*
- *We do not blame one another, or jump to conclusions about the intentions of another community member.*

### **Authority and Enforcement of the Code of Civility**

Authority and enforcement of a code for civil conduct ultimately depends on the individual and collective will of those involved – students, faculty, staff, parents, administrators, board members and community partners. However, our community members need to know how to respond to uncivil behavior, as well as how TECA administration will respond to such behavior. A lack of civility

by anyone (including teachers, staff members, students, parents, board members or community partners) while on the school campus, or while conducting school business cannot and will not be condoned.

Therefore, please adhere to the guidelines and/or expectations listed below:

1. Any student who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the appropriate school teacher, staff member, site administrator, or principal immediately.
2. A parent, guardian or community member who believes that he or she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor, the Principal or the Superintendent. Complaints concerning a board member or Superintendent, should be made to the Board President, Board Vice President or Board Secretary.
3. An employee who believes that he or she has not been treated in a manner reflective of the Code of Civility should use the following guidelines:
  - A. If an employee is threatened with personal harm, the employee shall contact his/her supervisor, or contact law enforcement, if the danger is immediate.
  - B. Anyone on school district property without authorization may be directed to leave the premises by the Superintendent, Principal, or designee.
  - C. Anyone who threatens or attempts to disrupt any school or any district events or operations, cause physical harm, intentionally cause damage, uses loud or offensive language, gestures, profanity or shows an inappropriate display of temper shall be directed to leave the premises by the Superintendent, Principal, or designee. If such person does not immediately and willingly leave, law enforcement shall be called by Principal, Executive Director and/or Administrative Designee.
  - D. If a telephone call recorded by an answering machine, email, voice mail message and/or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond to the message.
    1. If personal harm is threatened, the employee shall contact his/her supervisor, or contact law enforcement, if the danger is immediate. The message should be saved as evidence.
    2. If there is no concern of immediate danger, the employee should save the message and contact the Principal, Administrative Designee, or Superintendent.
  - E. If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:
    1. Calmly and politely ask the speaker to communicate civilly.

2. If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference or telephone conversation.
3. If the meeting or conference is on school district premises, request that the principal or administrative designee direct the speaker promptly to leave the school premises.
4. If the speaker does not immediately leave the school premises, the principal and/or administrative designee will notify law enforcement to take any action deemed necessary.

### **Learning Environment**

The Governing Board is committed to maintaining an environment that fosters and strengthens mutual respect among all members of the Thomas Edison Charter Academy (TECA) community. Essential to the Board's vision of the TECA community is communication and interaction that is kind, consistent and appropriate between all stakeholders within the community. This applies to all forms of communication including emails, social media or online platforms, and holds all adults and children accountable for any unacceptable behavior: staff, parents/guardians, students and board members.

The Superintendent/Executive Director is authorized to develop regulations to assure a positive learning environment, free of disruptions, and inappropriate behavior for teachers, staff and students.

### **Disruptions**

Whenever the Superintendent, Principal, or designee reasonably determines that a person, other than a student enrolled at TECA and persons required by their employment to be on the premises, is committing an act likely to interfere with the peaceful conduct of activities on campus, or has entered the campus for the purpose of committing such an act, the Superintendent, Principal or the Administrative Designee may direct the person to leave the campus. (Penal Code section 626.7)

A disruption, as determined by the Superintendent, Principal, or Administrative Designee, occurs upon any of the following:

1. Any person is willfully disturbing a public school, a public school meeting, or Board meeting. (Education Code section 32210)
2. Any person is willfully interfering with the discipline, good order, lawful conduct, or administration of any school class or activity of the school. (Education Code section 44810)

3. Any person is willfully and materially disrupting class work or extra-curricular activities involving substantial disorder by his/her/their presence or conduct in the place where a school employee is required to be in the course of his/her/their duties. (Education Code section 44811)
  
4. Any person is willfully disturbing the peace of a school. Disturbing the peace shall include:
  - a. Fighting within any building or upon the grounds of any school or challenging another person within any building or upon school grounds to fight.
  - b. Maliciously and willfully disturbing another person within a school building or upon the grounds by loud and unreasonable noise or voice. This may include fighting words, obscenities, defamatory statements and speech carrying a clear and present danger of incitement to violence.
  - c. Using offensive words within a school building or grounds which are inherently likely to provoke an immediate violent reaction. (Penal Code section 415.5)
  
5. Any person who comes into any school building or upon any school ground, street, sidewalk, or public way adjacent thereto, without lawful business thereon, and/or whose presence or acts interfere with the peaceful conduct of the activities of the school or disrupts the school or its pupils or school activities. (Penal Code section 626.8)

Specific actions may be taken in case of a disruption at school. The actions will be progressive in nature if the disruptive behavior continues. Written notification will be provided to the parent/guardian regarding specific incidents of disruptive behavior and will include the consequences should the behavior continue.

If a parent/guardian or member of the public uses obscenities or aggressive words, or words likely to incite a riot or other immediate unlawful action, the Superintendent, Principal, or designee will calmly admonish the speaker to communicate in a civil manner and to refrain from using such speech.

If corrective action is not taken by the abusing party, the school employee will verbally notify the abusing party that the meeting, conference, or telephone conversation is terminated. If the meeting or conference is on school premises, the abusing party will be directed by either the Superintendent, Principal, or designee, or the appropriate school or state law enforcement officer, to promptly leave the premises.

When an individual is directed to leave the school grounds, the Superintendent, Principal, or designee shall inform the individual both verbally and in writing that he/she/they will be in violation of Education Code section 44811, Penal Code sections 626.4, 626.7, and 626.8, if he/she/they:

1. Remain/s at the school premises after being asked to leave by the Superintendent, Principal, or designee or by a person employed as a member of a security or police department of a school district, a city police officer, sheriff or deputy sheriff, or a California Highway Patrol peace officer.
2. Re-enter/s or come onto the school site or district premises within 7 days of being asked to leave.
3. Has/Have otherwise established a continued pattern of unauthorized entry that consists of at least two prior occasions within the same calendar year that the individual came into the school building or upon the school ground, street, sidewalk, or public way adjacent thereto, without lawful business thereon and his/her/their presence or acts interfered with the peaceful conduct of the activities of the school or disrupted the school or its pupils or school activities.

Any appeal of the directive to leave school premises will follow the procedures outlined in TECA's Complaint Procedures.

Legal Reference:

EDUCATION CODE

[32210](#) Willful disturbance of public school or meeting

[32211](#) Threatened disruption or interference with classes

[44014](#) Report of assault by pupil against school employee

[44810](#) Willful interference with classroom conduct

[44811](#) Disruption of class work or extracurricular activities

[49063](#) Notification of parents of their rights

PENAL CODE

[243.5](#) Assault or battery on school property

[415.5](#) Disturbance of peace of school, community college, university or state university

[626.7](#) Persons directed to leave campus who appear to commit an act likely to interfere with peaceful conduct of campus

[626.8](#) Disruptive presence at schools

[627.7](#) Misdemeanors

## Section I: Procedures for Conducting Tactical Responses to Criminal Incidents

### INTRUDER ON CAMPUS

A campus intruder is defined as an individual who loiters or creates disturbances on school property.

#### **Intruder Found on Campus:**

- Assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what his/her purpose is for being on campus.
- Advise the intruder of trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify Superintendent/Executive Director or Principal, who will make the decision to begin a lock down.

#### **INTRUDER ON SCHOOL GROUNDS DURING RECESS:**

- Outdoor supervisors should immediately notify the Superintendent/Executive Director or Principal and guide all students to nearby buildings.
- Lock all doors and windows.
- Wait for further instructions from school officials or SFPD.

#### **INTRUDER IN CLASSROOM:**

- Staff should take a leadership role and perform the following actions:
  - Calm, reassure, and quiet others (students/staff).
  - Staff actions will influence others.
- Staff should attempt to actively diffuse the situation:
  - Attempt to quietly move students away from the perpetrator.
  - If deemed safe to do so, staff should approach the perpetrator in a calm, non-confrontational manner and ask him/her to leave the campus.
- If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)

## **LOCKDOWN:**

### **NOTIFICATION PROCEDURES:**

In the event a Lockdown is deemed necessary for a school emergency, the Superintendent/Executive Director or Principal will:

2. Activate the Emergency Communications message from the Executive Director and request that it be sent to all parents via Auto Dialer or in written form indicating the following:
  - The exact nature of the emergency
  - Area impacted
  - Who and what is affected
  - How long the area will be impacted (determined from consultation with SFPD)
  - Projected time for resolution
  - Safe staging location for parents
  - When will lockdown be modified to allow movement on campus:
    - a. Inside secured buildings
    - b. Bathroom trips with supervision
    - c. Food delivery or pick up in cafeteria by class
    - d. Free movement inside the fence line
3. Communicate with 911 regarding the nature of the Lock Down.
4. Initiate Reunification process if needed (see SSEP Appendix D)
5. Activation of an all clear notice when advised by the SFPD or other emergency officials that the site is safe.

### **LOCKDOWN: ACTIVE SHOOTER**

Procedures and preparation provided by the US Department of Homeland Security:

[https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)

### **PROFILE OF AN ACTIVE SHOOTER**

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

**If an active shooter is in your vicinity and an exit is near:**

Evacuate the premises- take any students near you to evacuate. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 and then School Administrator when you are safe

**If evacuation is not possible:**

Find a place to hide where the active shooter is less likely to find you. Take any students nearby with you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- Try to keep any students in the hiding area quiet and calm

**Active Shooter Procedures in the Classroom:**

- Move any nearby students into classrooms and buildings
- Call 9-1-1
- Lock the door
- Blockade the door with heavy furniture
- Cover windows and turn off lights
- Seek cover under or near furniture and away from windows, or hide behind large items (i.e. cabinets, desks)
- Silence cell phones
- Turn off any source of noise (i.e., radios, televisions)
- Remain quiet
- Take roll and identify all students and staff in the classroom

- Try to keep any students in the hiding area quiet and calm
- Use appropriate communication methods (i.e., phones, radios, etc.) to contact the Superintendent/Executive Director or Principal.
- Be prepared for an evacuation at any time.
- Place a red card under the door or in the window if someone in the room requires medical attention.
- Follow the directions of SFPD once they arrive.

**If evacuation and hiding out are not possible:**

- Remain calm
- Gather any students and try to keep them quiet and calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

**Take action against the active shooter**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

**HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES**

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

**How to react when law enforcement arrives:**

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

**Information to provide to law enforcement or 911 operator:**

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so

**SHELTER-IN-PLACE:**

Shelter-in-Place may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Shelter-in-Place will be routinely practiced during the school year.

- Shelter:** Move all students and staff inside.
- Shut:** Lock all doors and close windows.
- Listen:** Remain quiet to hear critical instructions from the Superintendent/Executive Director or Principal and/or emergency responders.

If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.

If the incident involves gas leaks or chemical spills, follow the procedures as described in the emergency plan.

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## LOCKOUT! SECURE THE PERIMETER.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



# EN UNA EMERGENCIA CUANDO LO ESCUCHES. HAZLO.

## ¡ENCIERRO! CERRADURAS, LUCES FUERA DE VISTA.

### ESTUDIANTES

Alejarse de la vista  
Mantenerse en silencio  
No abrir la puerta

### MAESTROS

Bloquear las puertas  
Apagar las luces  
Alejarse de la vista  
No abrir la puerta  
Mantenerse en silencio  
Tomar asistencia



## ¡BLOQUEO! ASEGURAR EL PERIMETRO

### ESTUDIANTES

Regresar adentro  
Regresar a la rutina diaria

### MAESTROS

Traer a los estudiantes adentro  
Bloquear puertas del perímetro  
Hacer conciencia de la situación  
Tomar asistencia  
Regresar a la rutina diaria



## ¡EVACUAR! A LA UBICACION ANUNCIADA

### ESTUDIANTES

Traigan su teléfono  
Deja tus pertenencias  
Sigue instrucciones

### MAESTROS

Llevar la evacuación a la ubicación adecuada  
Tomar asistencia  
Notificar si faltan o sobran alumnos o si están heridos



## ¡ALBERGUE! ESTRATEGIA DE PELIGRO Y SEGURIDAD

### ESTUDIANTES

#### Peligro

Tornado  
Hazmat  
Terremoto  
Tsunami

#### Estrategia de seguridad

Evacuar al área de refugio  
Sella la habitación Suelta, cubre y sujeta Llegar a terreno elevado

### MAESTROS

Estrategia de seguridad del plomo  
Tomar la asistencia



## APPENDIX A: EMERGENCY PHONE NUMBERS

Agency / Organization	Phone Number
<b>Emergency Response Agencies</b>	
Ambulance	9-1-1
San Francisco Fire – Rescue Department	9-1-1
San Francisco Police Department	9-1-1
<b>Hospitals</b>	
Franciscan Treatment	415-353-6305
St. Francis Hospital	415-353-6000
San Francisco General Hospital	415-206-8111
<b>SFUSD Support Services</b>	
SFUSD Buildings & Ground Works Control	415-695-5525 (or 415-695-5508)
SFUSD Emergency Planning Office	415-355-6927
SFUSD Environmental Health Officer	415-241-6431
SFUSD Needle Stick Hotline (24 hours)	415-469-4411
SFUSD Nurse of the Day	415-242-2615
SFUSD Security*	415-695-5665
SFUSD Charter Liaison (Michael Davis)	415-241-6121 x1324
<b>City and County Departments</b>	
Department of Public Health	415-554-9000
City and County Emergency Operations Center	415-487-5000
San Francisco Animal Control	415-554-6364
San Francisco Poison Control	1-800-876-4766
PG&E 24-Hour Power Outage Information Center	1-800-743-5002
PG&E Other Emergency	1-800-743-5000
SF City & County Water Department	3-1-1
SF Department of Health Asbestos Control Office	415-252-3951

\* SFUSD Security should be utilized after normal business hours, on weekends, or on holidays.

## APPENDIX B: EMERGENCY SUPPLIES

### THE AMERICAN RED CROSS RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

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

#### Introduction

#### What to Store

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

#### Budget

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

#### How Much to Store

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

#### Storage

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

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

### **Recommended Supplies**

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.

#### **Classroom Kit**

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

#### **Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food**

##### **Water**

- ½ gallon per person per day times three days, with small paper cups

##### **First Aid**

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students

- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

**Sanitation Supplies** (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

**Tools per Campus**

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

**Other Supplies**

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan

- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

### **Food**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

### **Search & Rescue (S&R) Equipment**

Training on how to do light Search & Rescue is required—contact the SFFD Neighborhood Emergency Response Team (NERT) for information on scheduling training.

### **Protective Gear per S&R Team Member**

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

### **Gear per S&R Team**

- Backpack with First Aid supplies
- Master Keys

## APPENDIX C: BOMB THREAT REPORT FORM

<b>School:</b>	<b>Time Call Received:</b>	<b>Call Taken By:</b>
<b>Date:</b>	<b>Time Caller Hung Up:</b>	<b>Title:</b>
	<b>Caller ID Info (*69):</b>	

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

## APPENDIX D: Parent-Child Reunification Procedures

In an effort to address all hazard incidents, Thomas Edison Charter Academy has developed short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, TECA will implement long-term procedures to consolidate resources and increase efficiency.

### School Site Reunification: Short Term

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#### Student Emergency/Medical Information Card

All students are required to have a Student Emergency/Medical Information Card on file at their school site. Student Emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the student emergency/medical information cards. Student Emergency/Medical Information Cards will be distributed to students on the first day of school and must be returned promptly. Student emergency cards require the following information:

- Parent/guardian/caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(es) related to the student

#### Parent-Child Reunification

In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student.

The following procedures provide a general guideline for parent-child reunification. TECA is responsible for adhering to the following three principals when implementing its reunification process: (1) a safe and secure check-in area for parents, (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

#### Preparation

- At the start of the school year, TECA prepares an emergency bin containing copies of Student Emergency/Medical Information Cards, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.
- Emergency bins should be updated on a routine basis.

#### Reunification

- School staff should set up two tables inside the main gate of the school site. One table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z. Each table will have two binders

with all students' names and Student Emergency/Medical Information Cards. Each table must be clearly and adequately marked with the appropriate letters.

- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students' names in the appropriate binder and verify the parent or guardian name. *Only contacts listed on the student emergency/medical information card may pick up a child.* Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. Highlighting the students' name will indicate a parent or guardian has arrived to pick up the student.
- At the student assembly area, school staff will post signs with the letters A–Z. Signs should be pre-made and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A–Z).
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit gate (the exit gate should *not* be the same as the main gate).
- Two-to-four school staff members should be placed at the exit gate with copies of the Student Emergency/Medical Information Cards. All parents/guardians should be cross-referenced on the emergency/medical information card prior to exiting the gate.
- Upon exiting the school sites, students must remove their name tags and give them to the school staff. School staff must use a sharpie marker to write one of the following codes on the students name tag:
  - M** – if the mother picked up the student
  - F** – if the father picked up the student
  - G** – if the guardian picked up the student
  - GM** – if the grandmother picked up the student
  - GF** – if the grandfather picked up the student
  - O + NAME** – if someone other than the above picked up the student (must be listed on the emergency card.)
- School staff should attach the student's name tag to the Student Emergency/Medical Information Card and place them in a file for documentation, which is retained in a secure location.

## School-Wide Reunification: Long Term (Draft)

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The District reunification sites are based on the City and County of San Francisco (CCSF) nine Emergency Response Districts (ERDs) and TECA is located in ERD06.

**Reunification Site:**

- Mission High School

3750 18<sup>th</sup> Street

San Francisco, CA 94114

Mission Neighborhood (ERD06)

- Other Reunification Sites TBD in ERD06

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## **In the event of a death resulting from a school emergency or disaster:**

### **Death of a Student**

The following are recommendations in the event of a death resulting from an isolated incident or in the case of mass casualties from a major emergency:

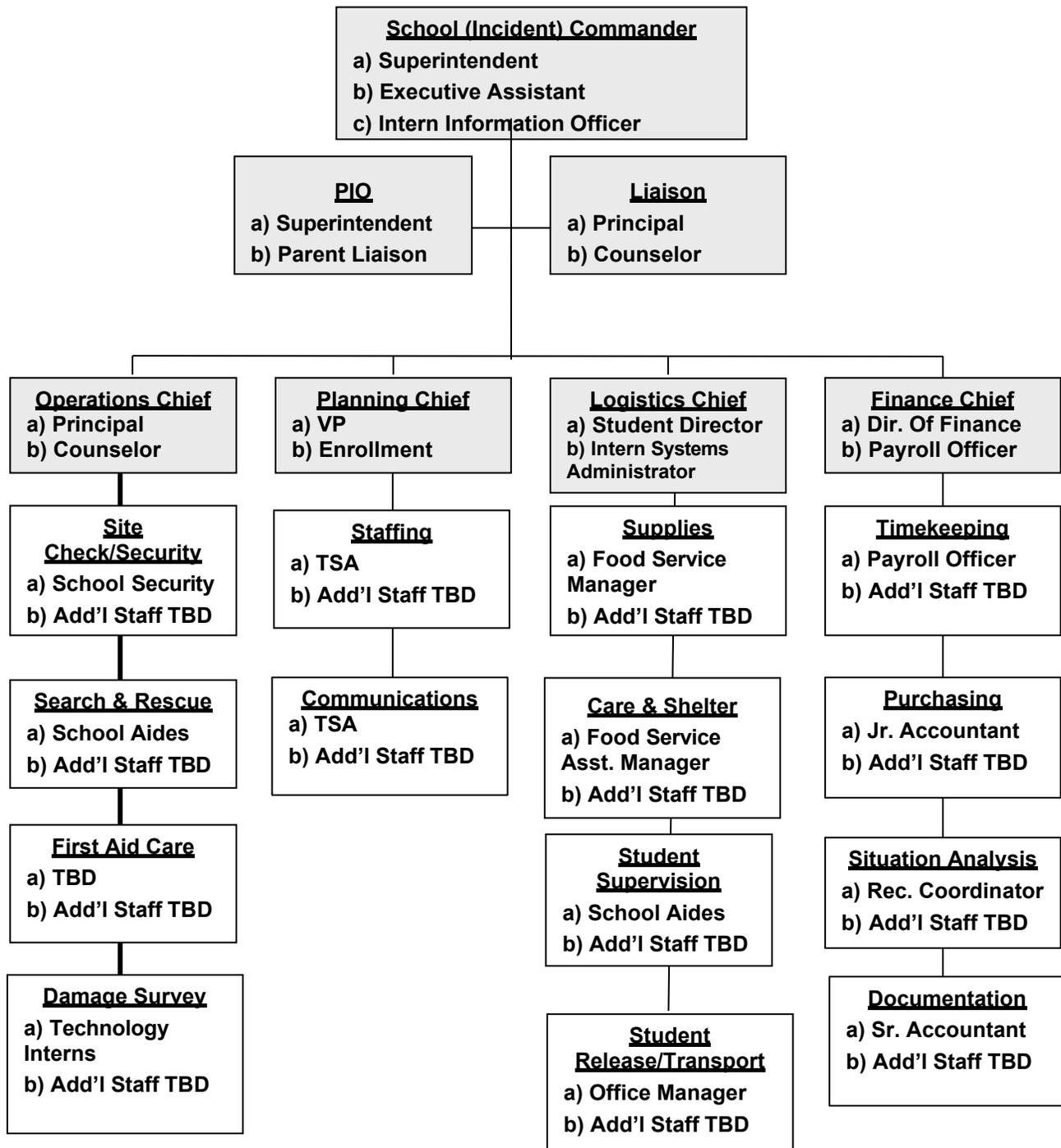
- Activate the Emergency Response Team (ERT).
- Inform parents/guardian in a private place. Ask them if there is anyone else who should be informed.
- Inform parents/guardians that the body may be viewed.
- In cases where the body may be difficult to view, recommend parents/guardians do not view body.

### **Grief Counseling**

Following a disaster or major emergency, the Supervisor of School Health Programs will collaborate with the Superintendent and Human Resources to organize or arrange for Crisis Incident Stress Debriefing (CISD) Teams to debrief and counsel emergency responders, staff, and students, as necessary.



## APPENDIX F: SCHOOL INCIDENT COMMAND SYSTEM



## APPENDIX G: EMERGENCY OPERATIONS TEMPLATE

To assist in an emergency, administrative personnel need to create and store critical information as to the organization and management of the school site. Please fill out this template and attach a map of your school.

Name of School: Thomas Edison Charter Academy	
Name of Principal: Anastasia Shattner	Superintendent's Cell #: 415-361-3162
School phone: 415-970-3330	School fax: 415-285-0527
School population: 740	Number faculty/staff: 75
School session hours: 8:15am-3:00pm	Delivery hours: 7:30am-5:00pm
Opening building time: 7:30am-6:00pm	Closing building time:
Custodial-First in at: 7:00am	Last out at: 6:00pm
Location of custodial supplies: Storage 147A	
After school activities: 3:00pm-6:00pm Extended Day Program	
Identify location of all school gates and key numbers to gate padlocks:	
North:	South: 730                      East:                      West: 730
Show exits from school building on school map/plan:	
Main building: (see X's)	Gym building: (see X's)                      Other:
Where are emergency keys located? Room 115 (Main Office)	
Location of roof access: Room 341	Key number to roof: AA
Auditorium key number: interior A1/exterior A4	Café key number: interior A1/exterior A4
Location main water valves for fire safety: Room 141 (Boiler Room)	Key number: AA
Location main electrical panel for school: Room 141 (Boiler Room)	Key number: AA
Location main telephone panel for school: Room 141 (Boiler Room)	Key number: AA
Location student emergency cards: Room 115 (Main Office)	Key number: AA