

COMPREHENSIVE SCHOOL SAFETY PLAN

Dr. Lewis D. Stallworth Sr. Charter School



Gayle Stallworth, Executive Director
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A meeting for public input was held on February 28, 2023

Plan Revised February 28, 2023

Plan Adopted by Charter School Board of Trustees February 28, 2023

Our Vision

Academic Excellence Is Our Ultimate Goal (AEIOU)

School Mission

Preparing All Students for Success...Every Student, Every Day. (PASS)

Purpose

The purpose of this Comprehensive Safety Plan is to provide a standardized, tactical response plan to a threat posed by an active shooter, natural disaster, chemical spills, gas leaks and any other safety hazards at Dr. Lewis D. Stallworth Sr. Charter School. These procedures were developed from the Governor's Office of Emergency Services (OES) and relevant principles from the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

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Section 32280

The comprehensive school safety plan was updated by the School Site Council. A new evacuation site was chosen on May 6, 2022. The safety coordinator provided professional development training for an active shooter, evacuation, lock down, earthquake and fire drill procedures July 17th & 18th, 2022. The safety coordinator along with other staff members updated the school's walkie talkie communication devices with codes to ensure accurate communication for various safety needs. (October 25, 2022).

Section 32281

(b) (1)

July 19, 2022 Plan written and developed by School Site Council

(2)

School Site Council

Principal Designee: Mrs. Elaine Moonie

Teacher: Mrs. Claudia Espinoza

Parent of Child: Mr. Jarrett Moonie

Classified Employee: Mr. Ernest Martin

Other employees:

Mr. Robert Dukes

Mr. Larry Banks

Mr. Jose Cruz

Ms. Tiffany Fridy

(B) (3)

Consulted Safety Representative:

Fire Department October 24, 2022

Law Enforcement October 28, 2022

Updates made to the plan:

Evacuation Location May 6, 2022

Walkie Talkie will not use color codes any longer, they will use numbers.

January 26, 2023

Section 32282

A. Child Abuse Reporting Procedures

Discrimination, Harassment, Bullying and Cyberbullying

In 2018 the State of California enacted a new law, at Section 234.4 of the Education Code, which requires all local educational agencies, including charter schools, to adopt, by December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. On [insert date], the Charter School Board of Trustees adopted a Harassment, Discrimination, Intimidation and Bullying Prevention Policy (attached as Appendix A), which regards bullying, including cyberbullying, as a violation of School policy that is not tolerated. Through this Policy, the Charter School has enacted standards of student conduct that are intended to maintain an orderly and safe environment that is conducive to learning by clearly establishing minimum standards for student conduct, providing procedures for the prompt and anonymous reporting of bullying, and prohibiting all forms of retaliation in response to such reporting. In accordance with this Policy, students receive training regarding the negative impact of bullying on the learning environment. Staff are trained on the awareness of their legal duty to address harassment and are given access to the CDE's training module addressing bullying at school.

Mandatory Child Abuse Reporting

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Dr. Lewis D. Stallworth Sr. Charter School will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

When Reporting Abuse is Required

A mandated reporter, who in his or her professional capacity, or within the scope of his or her employment, has knowledge of or observes a child (under the age of 18 years) whom he or she knows or reasonably suspects has been the victim of child abuse or neglect must report the suspected incident. The reporter must contact a designated agency immediately or as soon as

practically possible by telephone, and shall prepare and send a written report within 36 hours of receiving the information concerning the incident.

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code sections 11165.9, 11166.)

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code sections 11166, 11168.)

Form SS 8572 can be found here: <https://oag.ca.gov/childabuse/forms>

Reports of suspected child abuse or neglect shall include, if known (Penal Code section 11167):

- The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses, and telephone numbers of the child's parents/guardians.
- The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code section 11167.)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or

to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code section 11167.)

Abuse or Neglect which must be Reported:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code section 11165.1.
3. Neglect of a child as defined in Penal Code section 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code section 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code section 11165.4.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code section 48906)

Parent/Guardian Complaints

Upon request, the Executive Director or their designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at DLDSSCS to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at the school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code section 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR section 4650.

Immunity & Confidentiality of Reporter and Abuse Reports

Persons legally mandated to report suspected child abuse have immunity from criminal or civil liability for reporting as required or authorized by law. The identity of a mandated reporter is confidential and disclosed only among agencies receiving or investigating reports, and other designated agencies. Any violation of confidentiality is a misdemeanor punishable by imprisonment, fine, or both.

Penalty for Failure to Report Abuse

A mandated reporter who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail, a fine of \$1000, or both.

B. Disaster Response Procedures

Emergency Preparedness

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular training with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- Fire Drills: At least once per month in elementary schools, a fire drill should be conducted in which all students, teachers, and other employees are required to vacate the building.
- Earthquake Duck & Cover Drill: This drill should be performed once per quarter (elementary) and once per semester (secondary).
- Major Disaster Drill: This drill should be performed twice per school year so personnel are oriented to the School Safety Plan.

Procedures for Allowing School Grounds to be Used as a Disaster Shelter

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

Government Code – 3100

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

Use of School Facilities

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

KEY DLDSSCS EMERGENCY NUMBERS

Office/Department	Phone Number
Ms. Gayle Stallworth/Administration	(209) 948-4511 ext 1005
Mrs. Alice Stallworth/Administration	(209) 948-4511 ext 1001
Ms. Robin Moorezaid	(209) 948-4511 ext 1001
Mrs. Minnie Fridy/After School	(209) 948-4511 ext 1015
Mrs. Elaine Moonie/Office	(209) 948-4511 ext 1002
Mrs. Kristi Wagner/Special Education	(209) 948-4511 ext 1015
Mrs. Ofelia Urquizza/Office	(209) 948-4511 ext 1000
Mr. Ernest Martin/Facility	(209) 948-4511 ext 1015
Mr. Jarrett Moonie/Safety	(209) 948-4511 ext 1000

EMERGENCY TELEPHONE NUMBERS

EMERGENCY	911
LAW ENFORCEMENT	Phone
If more than one agency serves your area list each in alpha order in a separate box below.	
Stockton Police Department	(209) 937-8377
FIRE	Phone
If more than one agency serves your area list each in alpha order in a separate box below.	
Stockton Fire Station	(209) 937-8801

HOSPITALS	Address	Phone
St. Joseph's Medical Center	1800 N California St, Stockton, CA 95204	(209) 943-2000
Dameron Hospital	525 Acacia St, Stockton, CA 95203	(209) 944-5550
San Joaquin General Hospital	500 W Hospital Rd, French Camp, CA 95231	(209) 468-6000
OTHER SERVICES		
San Joaquin County Office of Animal Control		(209) 953-6070
Poison Control		(800) 222-1222
San Joaquin County Environmental Health		(209) 468-3420
San Joaquin County Hazardous Materials and Waste		(209) 468-3066
San Joaquin County Public Health and Human Services		(209) 468-3411
San Joaquin County Office of Education		(209) 468-4800
San Joaquin County Office of Emergency Services		(209) 953-6200
Pacific Gas & Electric		(800) 743-5000
Sewer (City of Stockton Public Works)		(209) 937-8486
Water (City of Stockton Municipal Utilities)		(209) 937-8295

DLSSCS ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE
Executive Director	Gayle Stallworth	(209) 948-4511
Principal Director of Instruction	Robin Moorezaid	(209) 948-4511
Principal Director of Business	Alice Stallworth	(209) 948-4511
Senor Administration	Elaine Moonie	(209) 948-4511

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE
Assistant Director of Business	Shalinda Cooper	(209) 948-4511
Assistant Director of Business	Michelle McCormick	(209) 948-4511
Facility Manager	Ernest Martin	(209)948-4511
Campus Safety	Jarrett Moonie	(209) 948-4511
After School Director	Minnie Fridy	(209) 948-4511
Lunch Supervisor	Danielle Banks	(209) 948-4511
Special Education Supervisor	Kristi Wagner	(209) 948-4511
ELD Coordinator	Claudia Espinoza	(209) 948-4511

SITUATIONAL COMMUNICATION PLANS

911 Calls	<ul style="list-style-type: none"> ❑ When placing a 911 call: give your name, school name, and school address ❑ Give specific location of shooter, intruder, fire, hazardous material or other emergency ❑ Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u> During an emergency, office staff will control all outgoing information. If possible, the office staff will send out a School Cast phone message to all parents/guardians.</p>
	<p><u>After an emergency:</u> After an emergency, instructional staff will use their contact rosters to call each parent/guardian for their students. If a parent/guardian cannot be reached, staff will remain with students until the issue is resolved by either contacting alternate numbers or law enforcement.</p>

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

In the event that Stallworth Charter loses internet service, this information will be communicated to staff through the front desk staff by memo. The office manager will schedule and coordinate efforts to restore telephone service.

If no Internet service:

In the event that Stallworth Charter loses internet service, this information will be communicated to staff through the front desk staff by memo or call to the individual rooms. The instructional staff will switch any internet-based instruction to physical media and the computer lab will close for the duration. The office manager will schedule and coordinate efforts to restore internet service.

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

In the event of electricity loss, Stallworth Charter would lose all overhead lights (including those in the Gym) and ability to utilize its phone and Internet system and the use of cafeteria equipment. If an electrical loss last longer than an hour, parents will be notified of school closure and all students will be released to go home.

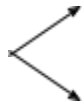
List capability of backup power:

In the event of loss of electricity, backup power maintains emergency lights and the alarm systems.

INCIDENT COMMAND SYSTEM
School Site Assignments
 Model Emergency Plan: Pages 24-34

Incident Commander

Gayle Stallworth



Robin Moorezaid

Alternates

Shalinda Cooper/Michelle
McCormick

Safety Officer

Jarrett Moonie

Public Information Officer

Gayle Stallworth

Liaison Officer

Gayle Stallworth

Alternates ↓

Shalinda Cooper

Michelle McCormick

Alternates ↓

Robin Moorezaid

Elaine Moonie

Alternates ↓

Robin Moorezaid

Elaine Moonie

Operations

Elaine Moonie

Planning

Alice Stallworth

Logistics

Elaine Moonie

Finance

Alice Stallworth

Alternates ↓

Kristi Wagner

Alternates ↓

Claudia Espinoza

Alternates ↓

Robin Moorezaid

Alternates ↓

Elaine Moonie

INCIDENT COMMAND STAGING LOCATIONS

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

ICS Function	Primary Site	Secondary Site
Command Post	Director's Office	Front Office
Media Staging (PIO)	Director's Office	Foyer of the Church
Security Team	Front Office	Foyer of the Church
Search & Rescue	Not applicable to this location / Utilize emergency services	Not applicable to this location / Utilize emergency services
Medical	Gym	Cafeteria
Student Care	Gym	Cafeteria
Student Release Area	Gym	Parking lot
Emergency Vehicles	Parking Lot	Main Street

BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

Dr. Lewis D. Stallworth Sr. Charter School	February 28, 2023
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		East Side of School
Gas	Total main gas shutoff?	X		East Side of School
Water	Total main water shutoff?	X		Front of School
Knox Box		X		Front of School

ALARM COMPANY INFORMATION

Company Name	Bay Alarm	
Office Phone	(209) 464-4648	
Emergency Phone	(800) 610-1000	
Responsible Parties	Mr. Ernest Martin	(209) 948-4511
Locations of Control Panels	2nd Floor, Mechanical Room	1st Floor Director's Office Room 1005

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Classrooms, cafeteria & offices

INCIDENT COMMAND POST

PREPARATION:

Executive Director, Office Staff, Support Staff

1. Every year, in October, review and revise emergency plan
2. Advise staff/parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency

EMERGENCY:

Executive Director or designee:

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

SECURITY, SEARCH & RESCUE TEAM

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

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

PREPARATION:

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

EMERGENCY:

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

STUDENT RELEASE TEAM

PREPARATION:

- Prepare class rosters monthly which include pertinent contact information and store with Emergency binder.
- Prepare/Obtain an emergency kit with basic first aid items.
- Ensure that walkie-talkies are plugged in, regularly charged and tuned to the correct channel.

EMERGENCY:

- In the event of a mass dismissal during the school day, students will remain with their assigned teachers in their assigned classrooms. Teachers will call the parents/guardians of students in their class to coordinate pickup of their students. Parents/ Guardians will pick up their students at the front office.
- If there is a mass dismissal due to lack of electricity or other incident that creates an unsafe environment in the classrooms, students will be escorted to the gym and teachers will call parents / guardians to coordinate pickup of their students.
- If there is a mass dismissal due to unsafe conditions in the school building, the students and teachers will meet in the parking lot, closest to the Kindergarten building. Teachers will call parents/guardians to coordinate pick-up of students.

• **MEDICAL TEAM**

PREPARATION:

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

EMERGENCY:

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

TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other’s students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your “buddy”.

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Julia Ray	Kinder	Maria Guzman	1006
Catherine Dodge	1007	Yolanda White	1011
Delphine Woodard	1012	Janet Marx	1012
Shalinda Cooper	1013	Jimmy Yeung	1018
Brandon McCarthy	1010	Michelle McCormick	1009
Claudia Espinoza	ELD	Kristi Wagner-Martinho	SPED

STUDENT EMERGENCY EVACUATION ABSENCE LIST

1. Please list all students absent from your class.
2. Check “Absent” if the student was absent at roll call.
3. Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
4. If all students on your class roster are present and accounted for, check the box below.
5. If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate the total number of students present at evacuation site.

“Buddy Teacher”

Total # of students present _____

TEACHER _____

All students present and accounted for.

Student Name	Absent	No Show / Location?

***This page is to be revised annually.**

EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, resource teachers, nurses/health aides, psychologists, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)	Present at Evacuation Site	Absent	No show/ Location

Your Site Name
Valve Shut-off Location Map



Location: East Side of 1616 E Main Building



Location: East Side of School Building 1610 East Main Street



Location: East Front of School Building
between 1610 Main Street & 1616 Main
Street

Your Site Name

Evacuation Map (Off-Site – Insert Address & Contact Information for Site Contact)

Location: Down the street from the School
Santa Maria Party Store
1650 East Main Street
Stockton, CA 95205

Phone: (209) 464-8325



Emergency Drill Planning Calendar

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

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

This calendar may be used to assist sites

<u>Monthly Drills to include:</u>	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	08/27/2022—9:43 a.m. 10/24/2022—10:21 a.m.
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	10/27/2022
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	09/20/2019—10:00 a.m.
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Code ALICE Lockdown Drill/Evacuation	10/26/2022 10/28/2022
P.M. Code ALICE Lockdown Drill/Evacuation	09/23/2022 11/18/2022 01/28/2023
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include:

Date of Drill

Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

- Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

- At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner

- Each plan requires that support staff be designated as specialized assistants during times of emergency.

GENERAL EMERGENCY ACTIONS

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

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

Type	Definition
S T	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
A T U S	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage to school facilities or equipment.
R E S T R I C T E D M O V E M E N T & A C C E S S	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lock the doors; <input type="checkbox"/> Close and lock windows, and close blinds or cover windows; <input type="checkbox"/> Turn off lights; <input type="checkbox"/> Silence all electronic devices; <input type="checkbox"/> Remain silent; <input type="checkbox"/> Use strategies to silently communicate with first responders if possible, <input type="checkbox"/> Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and <input type="checkbox"/> Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior

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

EMERGENCY ACTION

ALL CLEAR

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

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

ANNOUNCEMENT:

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

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

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

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY ACTION

CODE ALICE LOCKDOWN

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

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

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

ANNOUNCEMENT:

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

Example: "Code ALICE LOCKDOWN."

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

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

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

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

- Potential threat of violence in the surrounding community

- Police activity in the surrounding community

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

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

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time

- Requires that all exterior classroom / office doors are locked

- ❑ Requires that no one goes in or out for **any** reason

- ❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

EXECUTIVE DIRECTOR ACTIONS:

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

Example:

“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”

-REPEAT-

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

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

STAFF ACTIONS:

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

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

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- Proceed to on-campus shelter location as quickly as possible
 1. Once inside, take attendance to ensure all present students are accounted for
 2. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
 3. Implement all classroom policies and procedures for **SECURE CAMPUS** status

4. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
5. Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION

SHELTER IN PLACE

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

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

ANNOUNCEMENT:

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

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

EXECUTIVE DIRECTOR ACTIONS:

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

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.

- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call the school secretary. Wait for further instructions.

STUDENT ACTIONS:

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

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

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

Enemy Attack

ANNOUNCEMENT:

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

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

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

Natural Disasters

ANNOUNCEMENT:

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

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

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

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

ANNOUNCEMENT:

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

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

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

Outside

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

EMERGENCY ACTION

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

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

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

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

ANNOUNCEMENT:

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

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

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

EXECUTIVE DIRECTOR:

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

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.

2. Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

EMERGENCY ACTION

OFF-SITE EVACUATION

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

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

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

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

ANNOUNCEMENT:

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

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

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

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

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

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red

- Threats/Assaults
- Utility Failure

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

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

STAFF ACTIONS:

- ☐ Report an accident to the principal and school office.
- ☐ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- ☐ For relatively minor events, take students to the school office for assistance.
- ☐ Complete Accident reports and Student Incident Reports document what occurred.
- ☐ If appropriate, have student fill out a Student Incident Report.

EXECUTIVE DIRECTOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

EMERGENCY RESPONSE**Active Shooter/Armed Assailant**

TACTICAL RESPONSES – See J

EMERGENCY RESPONSE**AIRCRAFT CRASH**

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

Aircraft crashes into the school

STAFF ACTIONS:

Notify the Executive Director.

Move students away from the immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check the school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Executive Director/designee and emergency response personnel.

- ⓐ Maintain control of the students a safe distance from the crash site.
- ⓑ Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

EXECUTIVE DIRECTOR ACTIONS:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** that may include the use of buses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the Fire Department arrives.
Ensure that students and staff remain at a safe distance from the crash.

- ❶ Account for all building occupants and determine the extent of injuries.
Do not re-enter the building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify the Executive Director.

Move students away from the immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

EXECUTIVE DIRECTOR ACTIONS:

- ☐ Notify the police and fire department (call 911).
- ☐ Initiate **SHELTER IN PLACE**, if warranted.
- ☐ Initiate **Take Cover** for students and staff outside or direct them to designated areas until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Fire department officials will secure the area to prevent unauthorized access.

Do not enter affected areas until the appropriate authorities provide clearance to do so.

EMERGENCY RESPONSE

AIR POLLUTION ALERT

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- ⓪ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- ⓪ When notified by the local government or the news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- ⓪ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- ⓪ Instruct employees to minimize strenuous physical activity.
- ⓪ Cancel any events that require the use of vehicles.
- ⓪ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- ⓪ Remain indoors with students.
- ⓪ Minimize physical activity.
- ⓪ Keep windows and doors closed.
- ⓪ Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- Limit outdoor exposure by serving lunch in the classrooms.
- Host recess and PE inside the gymnasium; splitting the room using cones

EMERGENCY RESPONSE

ALLERGIC REACTION

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

STAFF ACTIONS:

- Ⓞ If there is an imminent risk, call 911.
- Ⓞ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Ⓞ Notify the Executive Director.
- Ⓞ Assist in getting Epinephrine (Epi pen) for individuals who carry them (usually in a backpack), and prescription medications (kept by school nurses).
- Ⓞ If an insect bites, remove the stinger immediately.
- Ⓞ Assess the situation and help students/staff members to be comfortable.
- Ⓞ Move students or adults only for safety reasons.

EXECUTIVE DIRECTOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

EMERGENCY RESPONSE

ANIMAL DISTURBANCE

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Isolate the students from the animal. Close doors and lock tables as a means to isolate the animal.
- ⓪ If the animal is outside, keep students inside and institute a Secure **Campus**.
- ⓪ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- ⓪ Contact the local Humane Society for assistance in removing the animal.
- ⓪ If the animal injures anyone, seek medical assistance from the school nurse.
- ⓪ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- ⓪ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- ⓪ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- ⓪ Notify the principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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

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

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

Outside the building

STAFF ACTIONS:

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

EXECUTIVE DIRECTOR ACTIONS:

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

Inside the building

STAFF ACTIONS:

- ⓪ Notify the Executive Director.
- ⓪ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ⓪ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ⓪ Follow standard student assembly, accounting and reporting procedures.
- ⓪ Prepare a list of those who are in the affected area to provide to emergency response personnel.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from the immediate vicinity of danger.
- ⓪ Move up-wind from the potential danger.
- ⓪ Call 911. Provide exact location and nature of emergency.
- ⓪ Designate a security team to isolate and restrict access to potentially contaminated areas.
- ⓪ Wait for instructions from emergency responders-- Health or Fire Department.
- ⓪ Arrange for immediate psychological counseling for students and staff.
- ⓪ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- ⓪ Wash affected areas with soap and water.
- ⓪ Immediately remove and contain contaminated clothing
- ⓪ Do not use bleach on potentially exposed skins.
- ⓪ Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

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

PERSON RECEIVING THREAT BY TELEPHONE:

- ⓪ Listen. Do not interrupt the caller.
- ⓪ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- ⓪ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- ⓪ Notify the site administrator immediately after completing the call.
- ⓪ Complete the Bomb Threat Report.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- ⓪ Note the manner in which the threat was delivered, where it was found and who found it.
- ⓪ Limit handling of items by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- ⓪ Caution students against picking up or touching any strange objects or packages.
- ⓪ Notify the principal or site administrator.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call 911.
- ⓪ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- Ⓞ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Ⓞ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Ⓞ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Ⓞ If it is necessary to evacuate the entire school, use the fire alarm.
- Ⓞ Direct a search team to look for suspicious packages, boxes or foreign objects.
- Ⓞ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Ⓞ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

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

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



Homeland Security

EMERGENCY RESPONSE

BUS ACCIDENT

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

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

EXECUTIVE DIRECTOR ACTIONS:

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

Earthquake during bus trip

BUS DRIVER ACTIONS:

- ⓪ Issue DUCK, COVER and HOLD ON instruction.
- ⓪ Stop buses away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- ⓪ Set the brake, turn off the ignition and wait for the shaking to stop.
- ⓪ Check for injuries and provide first aid, as appropriate.
- ⓪ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ⓪ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ⓪ If instructed to continue the route, continue to pick up students.
- ⓪ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- ⓪ If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- ⓪ Remain with students until further instructions are received from the site administrator.
- ⓪ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- ⓪ Do not drive through flooded streets and/or roads.
- ⓪ Take an alternate route or wait for public safety personnel to determine a safe route.
- ⓪ If the bus is disabled, stay in place until help arrives
- ⓪ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ⓪ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ⓪ Account for all students and staff throughout the emergency.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

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

PERSON DISCOVERING SPILL:

- ⓪ Alert others in the immediate area to leave the area.
- ⓪ Close doors and restrict access to the affected area.
- ⓪ Notify the Executive Director.
- ⓪ DO NOT eat or drink anything or apply cosmetics.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Notify the Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gasses)
 - Name of substance, if known
 - Injuries, if any
- ⓪ Notify Janitorial Department
- ⓪ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- ⓪ Post a notice on the school office door stating location of alternate school site.

STAFF ACTIONS:

- ⓪ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
- ⓪ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- ⓪ If **EVACUATION** is implemented, direct all students to report to the nearest designated building or assembly area.

- ② Upon arrival at a safe site, take attendance to be sure all students have been evacuated and accounted for. Notify the Executive Director of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

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

PERSON DISCOVERING SPILL:

- ⓪ Alert others in the immediate area to leave the area.
- ⓪ Close windows and doors and restrict access to the affected area.
- ⓪ Notify the Executive Director.
- ⓪ DO NOT eat or drink anything or apply cosmetics.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Notify the Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gasses)
 - Injuries, if any
 - Your name and telephone number
- ⓪ Notify Janitorial Department to shut off mechanical ventilating systems.
- ⓪ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- ⓪ Post a notice on the school office door stating location of alternate school site.
- ⓪ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ⓪ If **EVACUATION** is implemented, direct all students to report to the nearest designated building or assembly area. Take a class roster and emergency backpack and student kits. Check that all students have left the building. Students

are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.

- ⓪ Upon arrival at the evacuation site, take attendance. Notify the Executive Director of any missing students.
- ⓪ Upon arrival at the evacuation site, take roll and report attendance to the Executive Director immediately. Notify emergency response personnel of any missing students.
- ⓪ Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

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

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

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

Inside School

STAFF ACTIONS:

- ⓪ Report disruptive circumstances to the Executive Director.
- ⓪ Avoid arguing with participant(s).
- ⓪ Have all students and employees leave the immediate area of disturbance.
- ⓪ Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
- ⓪ Stay away from windows and exterior doors.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

- ⓪ Set up a communication exchange with the students, staff and principal. Try to restore order.
- ⓪ If unable to calm students and violent or uncontrolled behavior is probably, notify police of the situation and request assistance.
- ⓪ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call 911.
- ⓪ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- ⓪ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ⓪ Cancel all outside activities.
- ⓪ Maintain an accurate record of events, conversations and actions.
- ⓪ Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- ⓪ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ⓪ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ⓪ Care for the injured, if any.
- ⓪ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE

DEATH of a STUDENT

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

EXECUTIVE DIRECTOR ACTIONS:

- Ⓞ Call 911. Verify the death and obtain as much information about it as possible.
- Ⓞ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Ⓞ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Ⓞ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Ⓞ Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Ⓞ Determine whether additional resources are needed and make appropriate requests.
- Ⓞ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Ⓞ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Ⓞ Go to each of the student's classes and notify his/her classmates in person.
- Ⓞ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ⓞ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Ⓞ Make arrangements with the family to remove the student's personal belongings from the school.
- Ⓞ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- ☐ Allow students who wish to meet in a counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with a facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE

DEATH of a STAFF MEMBER

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

EXECUTIVE DIRECTOR ACTIONS:

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

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

Outside, close to the incident.

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

- ⓐ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- ⓑ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- ⓒ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- ⓓ Follow standard student assembly, accounting and reporting procedures.
- ⓔ Immediately remove the outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bags away from the population where others will not touch it until authorities provide further instructions.

- Ⓞ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Ⓞ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

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

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

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

Inside Building

EXECUTIVE DIRECTOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send a search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Determine who will inform the public information media as appropriate.

Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.

- ⓐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- ⓐ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under the table or other sturdy furniture with back to windows.
- ⓐ Check for injuries, and render First Aid.
- ⓐ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ⓐ Check attendance at the assembly area. Report any missing students to the Executive Director.

- ⓪ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- ⓪ Stay alert for aftershocks
- ⓪ Do NOT re-enter the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- ⓪ Move students away from buildings, trees, overhead wires, and poles. Get under the table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold overhead for added protection. Maintain position until shaking stops.
- ⓪ After shaking stops, check for injuries, and render first aid.
- ⓪ Check attendance. Report any missing students to the Executive Director.
- ⓪ Stay alert for aftershocks.
- ⓪ Keep a safe distance from any downed power lines
- ⓪ Do NOT re-enter the building until it is determined to be safe.
- ⓪ Follow instructions of the Executive Director.

During non-school hours

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Inspect school buildings with Facilities Manager to assess damage and determine corrective actions.
- ⓪ Determine the advisability of closing the school.
- ⓪ Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- ⓪ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangements such as portable classrooms if damage is significant and school closing will be of some duration.
- ⓪ Inform public information media as appropriate.

EMERGENCY RESPONSE

EXPLOSION

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

EXECUTIVE DIRECTOR:

Determine whether site evacuation should be implemented. If so, sound a fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.

Notify the Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

- ☐ Notify emergency response personnel of any missing students.

Notify utility companies of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

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

EMERGENCY RESPONSE

FIRE (offsite)

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Determine if **EVACUATION** of school site is necessary.
- ⓪ Contact the local fire department (call 911) to determine the correct action for your school site.
- ⓪ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- ⓪ Direct inspection of premises to assure that all students and personnel have left the building.
- ⓪ Post a notice on the office door stating the temporary new location.
- ⓪ Monitor radio stations for information.
- ⓪ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- ⓪ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ⓪ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ⓪ Take attendance at the assembly area. Report any missing students to the Executive Director and emergency response personnel.
- ⓪ Remain with students until the building has been inspected and it has been determined safe to return to.

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

Within School Building

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

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

Near the School

EXECUTIVE DIRECTOR ACTIONS:

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

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Issue **STAND BY** instruction. Determine if evacuation is required.
- ⓪ Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- ⓪ Delegate a search team to assure that all students have been evacuated.
- ⓪ Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- ⓪ Post a notice on the office door stating where the school has relocated.
- ⓪ Monitor AM radio weather station _____ for flood information.
- ⓪ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- ⓪ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- ⓪ Remain with students throughout the evacuation process.
- ⓪ Upon arrival at the safe site, take attendance. Report any missing students to the Executive Director and emergency response personnel.
- ⓪ Do not return to the school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- ⓪ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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

STAFF ACTIONS:

- ⓐ Notify the Executive Director.
- ⓐ Move students from the immediate vicinity of danger.
- ⓐ Do not turn on any electrical devices such as lights, computers, fans, etc.
- ⓐ If the odor is severe, leave the area immediately.
- ⓐ If the building is evacuated, take student attendance and report any missing students to Executive Director.
- ⓐ If the campus has to be closed, instructional staff will call each of their parents/guardians to pick up their students while they monitor the student population on the lot.

EXECUTIVE DIRECTOR ACTIONS:

- ⓐ If a gas leak is internal, evacuate the building immediately.
- ⓐ Call 911.
- ⓐ Notify the utility company.
- ⓐ Determine whether to move to an alternate building location.
- ⓐ Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call 911, if necessary.
- ⓪ If there is a threat of airborne toxicity, shut-off the ventilation system in the affected area.
- ⓪ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- ⓪ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ⓪ If time is available, initiate **Off Site Evacuation**, which may include the use of buses. Move students and staff away from the path of hazardous materials.
- ⓪ Wait for instructions from emergency responders – Health or Fire Department.
- ⓪ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ⓪ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- ⓪ Follow standard student assembly, accounting and reporting procedures.
- ⓪ Report names of missing students to the office.
- ⓪ Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE

HOSTAGE SITUATION

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

EXECUTIVE DIRECTOR ACTIONS

- ⓪ Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- ⓪ Identify an assembly area for responding officers away from the hostage situation. Have the school liaison wait at the assembly area for police to arrive.
- ⓪ Protect building occupants before help arrives by initiating a **CODE ALICE LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- ⓪ Secure exterior doors from outside access.
- ⓪ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- ⓪ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ⓪ Identify media staging areas, if appropriate. Implement a hotline for parents.
- ⓪ Account for students as they are evacuated.
- ⓪ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- ⓪ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **CODE ALICE LOCKDOWN**.
- ⓪ Alert the Executive Director.

- ⓪ Account for all students.

EMERGENCY RESPONSE

INTRUDER

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

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

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

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Initiate **CODE ALICE LOCKDOWN**.
- ⓪ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- ⓪ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ⓪ Keep the subject in view until police or law enforcement arrives.
- ⓪ Take measures to keep the subject away from students and building.
- ⓪ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ⓪ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- ⓪ Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

- ⓪ Notify the Executive Director. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ⓪ Keep intruders in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

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

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Keep the individual under continuous adult supervision.
- ⓪ Keep the individual on campus until the parent/guardian has been notified.
- ⓪ Arrange appropriate support services for necessary care of individuals.
- ⓪ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ⓪ A School Psychological professional will advise the Director on next steps. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardians sign release forms to allow two-way communication between the school and the treating agency.
- ⓪ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- ⓪ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ⓪ Develop a safety plan prior to the student's return to school.
- ⓪ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- ⓪ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ⓪ Notify the Executive Director.
- ⓪ Notify school psychologist / SPED department lead.
- ⓪ Protect individuals from injury.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Verify information with the source of the abduction report.
- ⓪ Contact law enforcement (call 911) for assistance.
- ⓪ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- ⓪ Provide suspect information to the police, if known.
- ⓪ Contact the parents/guardian of the student involved and establish a communication plan with them.
- ⓪ Obtain the best possible witness information.
- ⓪ Conduct a thorough search of the school/campus/bus.
- ⓪ Relay current information to police, parents and essential school staff.
- ⓪ Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- ⓪ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- ⓪ Provide the key contact with access to school records.
- ⓪ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- ⓪ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- ⓪ Notify principal, providing essential details:
 - Name and description of the student
 - Description of the suspect
 - Vehicle information
- ⓪ Move students away from the area of abduction.

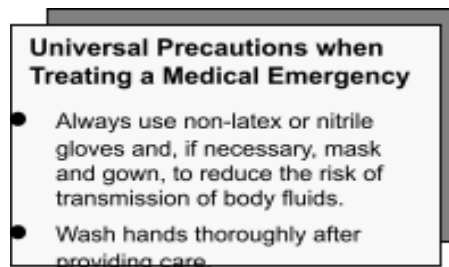
EMERGENCY RESPONSE

MEDICAL EMERGENCY

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone number



Do not hang up until advised to do so by the dispatcher.

- ⓪ Assign staff members to meet the rescue service and show the medical responder where the injured person is.
- ⓪ Assemble emergency care and contact information of victim
- ⓪ Monitor the medical status of the victim, even if he or she is transported to the hospital.
- ⓪ Assign a staff member to remain with the individual, even if he or she is transported to the hospital.
- ⓪ Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where the student has been transported.
- ⓪ Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- ⓪ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ⓪ Notify the Executive Director.

- Ⓐ Stay calm. Keep the individual warm with a coat or blanket.
- Ⓐ Ask the school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Ⓐ Do not give the individual anything to eat or drink.

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call 911 and explain the situation.
- ⓪ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- ⓪ Conduct an immediate search of the school campus/bus, as appropriate.
- ⓪ Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- ⓪ Notify parents/guardians if the student is not found promptly.
- ⓪ If a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see students.
- ⓪ Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- ⓪ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- ⓪ Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- ⓪ Advise law enforcement dispatcher of the staff member key contact's name and number.

- ⓪ If missing during bus transportation, provide law enforcement with the child's bus stop location and nearest other bus stops.
- ⓪ Have the driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- ⓪ Exchange phone numbers (household, cell phone, school key contact) with parents/guardians.
- ⓪ When the child is found, contact all appropriate parties as soon as possible.
- ⓪ Arrange for counseling of students, as needed.

STAFF ACTIONS:

- ⓪ Confirm that the student attended school that day. Notify the Executive Director.
- ⓪ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- ⓪ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- ⓪ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

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

EXECUTIVE DIRECTOR ACTIONS:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of buses or alternate transportation.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

- ☐ Account for all building occupants and determine the extent of injuries.

STAFF ACTIONS:

Notify the Executive Director.

Move students away from the immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check the school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Activate heightened surveillance of illness within the school site. Gather data on symptoms of students and staff who are sick at home.
- ⓪ Ensure that students and staff members who are ill stay home.
- ⓪ Send sick students and staff home from school immediately.
- ⓪ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ⓪ Monitor bulletins and alerts from the Department of Health and Human Services.
- ⓪ Keep staff informed of developing issues.
- ⓪ Assist the Department of Health and Human Services in monitoring outbreaks.
- ⓪ Respond to media inquiries regarding school attendance status.
- ⓪ Implement online education, if necessary, so that students can stay home.
- ⓪ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.
- ⓪ Coordinate efforts to prepare for distance learning, including developing a schedule for staff, providing necessary materials, and communicating expectations with staff.

STAFF and STUDENT ACTIONS:

- ⓪ Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- ⓪ Practice “respiratory hygiene etiquette”.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

- Ⓞ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Ⓞ Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.
- Ⓞ Prepare physical copies of all assignments to address equity issues during shelter in place orders.

ADDITIONAL STEPS FOR THE SCHOOL:

- Maintain communication between teachers and families through weekly check-in phone calls

EMERGENCY RESPONSE POISONING/CONTAMINATION

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

EXECUTIVE DIRECTOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide a list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Confer with the Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of the situation and actions taken.

STAFF ACTIONS:

- ⓪ Notify the Executive Director.
- ⓪ Call the Poison Center Hotline 1-800-222-1222.
- ⓪ Administer first aid as directed by the poison information center.
- ⓪ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- ⓪ Keep poisonous materials in a locked and secure location.
- ⓪ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ⓪ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- ⓪ Contact the local police department for the school's jurisdiction and advise them of the situation.
- ⓪ Notify staff of the planned demonstration.
- ⓪ Develop an information letter to parents.
- ⓪ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ⓪ Designate a staff member to handle incoming calls during the demonstration.
- ⓪ Establish areas where demonstrators can set up without affecting the operation of the school
- ⓪ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- ⓪ Do not allow students to be interviewed by the media or join in the demonstration

EMERGENCY RESPONSE

SEXUAL ASSAULT

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

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

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

EXECUTIVE DIRECTOR ACTIONS:

Call 911 if the assault is physical.

Close off the area to everyone.

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

STAFF ACTIONS:

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

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

Severe Storm

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ⓪ Report to site by 6 a.m. to check for power outages, flooding, etc.
- ⓪ Determine whether school will be closed or remain open.
- ⓪ Assign staff to activate staff and parent phone trees
- ⓪ Post school status on school website.
- ⓪ Notify utility companies of any break or suspected break in utility lines.
- ⓪ Take appropriate action to safeguard school property.
- ⓪ Upon passage of the storm, return to normal routine.

Windstorm

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ⓪ Notify utility companies of any break or suspected break in utility lines.
- ⓪ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ⓪ Take appropriate action to safeguard school property.
- ⓪ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- ⓪ Evacuate any classrooms bearing full force of wind. Evacuate to the lower floor of the school building near the inside walls.
- ⓪ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ⓪ Take attendance. Report any missing students to the Executive Director.
- ⓪ Close all blinds and curtains.
- ⓪ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ⓪ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

EMERGENCY RESPONSE

STUDENT RIOT

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

STUDENT ACTIONS:

- ⓪ In a violent situation, immediately notify the first available adult.
- ⓪ Do not retaliate or take unnecessary chances.
- ⓪ Move away from the area of agitation.
- ⓪ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- ⓪ Stay calm and reassure fellow students.
- ⓪ Assist teachers and staff in accounting for students.
- ⓪ Share all relevant information with law enforcement, teachers, and school staff.
- ⓪ Follow directions from school administrators or law enforcement directions about where to go.
- ⓪ Do not speculate to others or perpetuate rumors.

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Initiate **CODE ALICE LOCKDOWN**, if warranted. Alert other administrators about the incident.
- ⓪ Control student ingress and egress from campus.
- ⓪ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ⓪ If disruption is non-violent, notify the school resource officer or school education officer.
- ⓪ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- ⓪ Assign staff members to be responsible for media relations and for setting up a staging area for the media.
- ⓪ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Handbook.
- ⓪ Notify parents about the incident, as appropriate.
- ⓪ After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESPONSE

SUICIDE ATTEMPT

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call an ambulance in event of overdose or injury requiring medical attention.
- ⓪ Call 911 if an immediate threat exists to the safety of the student or others.
- ⓪ Calm students by talking and reassuring them until police arrive. Try to have the student relinquish devices for and means of harming themselves. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ⓪ Cancel all outside activities.
- ⓪ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- ⓪ If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- ⓪ Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- ⓪ Inform the Executive Director of what was written, drawn, spoken and/or threatened.
- ⓪ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- ⓪ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- ⓪ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

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

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

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call 911.
- ⓪ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- ⓪ Prevent others from coming into the area.
- ⓪ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- ⓪ If powder spills out, shut the ventilation system, heating system, or air.
- ⓪ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- ⓪ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- ⓪ Do not open the package. Do not pass it around to show it to other people.
- ⓪ Do not bend, squeeze, shake or drop packages.
- ⓪ Put the package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Notify the Executive Director.

STAFF ACTIONS if package is leaking:

- ⓪ Do not sniff, touch, taste, or look closely at the spilled contents.
- ⓪ Do *not* clean up the powder.
- ⓪ Put the package on a stable surface.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Wash hands thoroughly with soap and water.

② Notify the Executive Director.

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

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

Civil Defense Warning of Possible Enemy Attack

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Move students to the closest suitable shelter.
- ⓪ If the above is not advisable, remain in the school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:

- ⓪ Keep students calm.
- ⓪ Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- ⓪ Keep students calm.
- ⓪ Close all curtains and blinds.
- ⓪ Instruct students to **DUCK AND COVER**.

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

During school hours

EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Listen to radio and TV for current information and instructions.
- ⓪ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER.**
- ⓪ Continue to monitor the media for specific situations.
- ⓪ Be alert and immediately report suspicious activity to proper authorities.
- ⓪ If circumstances and time allow, move students to the closest suitable shelter.
Location: _____
Procedure for movement to shelter: _____
- ⓪ If moving students is not advisable, remain in the building as a place of shelter.
- ⓪ Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- ⓪ Require identification check for anyone entering school other than students, staff and faculty.
- ⓪ Escort visitors to locations in school buildings.

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

EXECUTIVE DIRECTOR ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

UTILITY FAILURE

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

EXECUTIVE DIRECTOR:

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

A. Plan for Loss of Water

Toilets: If all restrooms are affected, the campus will be shut down and students sent home. If specific restrooms are affected, traffic will be diverted to another restroom.

Drinking Water: Students have access to water coolers throughout the campus.

Food Service: Cafeteria staff will coordinate with the Office Manager to purchase and prepare alternate food options.

Fire Suppression: Call 911.

Other: N/A__

B. Plan for Loss of Electricity

Ventilation: If ventilation is affected by a loss of electricity, the campus will be closed and follow campus closure procedures.

Emergency Light: Emergency lights are controlled by the back-up electricity system and are unlikely to be affected.

Computers: If computers are impacted by a loss of electricity, instructional staff will convert lessons to the textbook-only lessons.

Other: _____

C. Plan for Loss of Natural Gas

Heat: Due to the mild weather conditions of the vicinity, it is unlikely that the operation of the school will be impacted due to the loss of heat.

Food Service: The Cafeteria Manager will coordinate with the Office Manager to provide alternative food options without the use of the kitchen.

Other: _____

C. Suspension & Expulsion Policies

SUSPENSIONS & EXPULSIONS

Students may be suspended from school activities by the principal for up to ten (10) days of activity for infractions of the discipline code and Grounds for Suspension listed in State Education Code 48900. For more serious offenses as defined State Education Code 48915, the administration will ask the Governing Board to expel a student from DLDSSCS.

The suspension and expulsion policy conform with the Education Code § 47605(5)(J), which requires a description of the procedures by which pupils can be suspended or expelled (and a description of any appeal process).

The approach of DLDSSCS is to lead the child towards self-discipline. We try to avoid spending unnecessary time responding or reacting to behavior problems. DLDSSCS method addresses the need to effect change towards positive behavior through lesson planning or teaching.

In DLDSSCS, the child's opinion is respected and the child is encouraged to share his or her views. Children want to follow procedures if the adult clearly defines the procedures and then invite the child to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences of violating the procedures.

A written remediation plan (the pyramid of intervention) will clearly describe progressive disciplinary measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, and provisions for a student's continued education while suspended. Students who present an immediate threat to the health and safety of others may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this handbook. These acts are related to school activity or school attendance that occur at any time, including, but not limited to, during, or while going to or coming from, or a school-sponsored activity.

ZERO TOLERANCE POLICY

DLDSSCS has a "Zero Tolerance" policy for weapons and drugs/alcohol. It requires the help of all students, staff, and parents to maintain a safe and orderly campus/learning environment. DLDSSCS expects all parents to encourage their sons or daughters to report weapons or drug/alcohol violations to a staff member. All information will be dealt with in strict confidence. By working together as a school community, we can support a positive learning environment.

SUSPENSION (CA EDUCATION CODE 48900-48926)

Repeated serious violations of the Education Code will result in the student being suspended from school. These violations include:

1. Fighting (including participating, threatening, encouraging, intimidating, and harassing)
2. Possession of a dangerous object or anything that look like a dangerous object
3. Using, possessing, or selling drugs or alcohol or any drug paraphernalia
4. Stealing or destroying property or possessions, including graffiti and/or vandalism
5. Consistently interrupting school or classroom activities
6. Sexually harassing other students or name-calling
7. Continuously displaying profanity or using vulgar language
8. Robbery or extortion, or receiving stolen property
9. Truancy or excessive tardiness
10. Displaying or participating in hate violence

When all attempts at correcting a student's behavior have proven unsuccessful, and /or after repeated offenses resulting in student suspensions, or in case of extreme, unsafe behavior as addressed in the California Education Code, a student may be recommended for expulsion from DLDSSCS.

EXPULSION [CA EDUCATION CODE 48900-48926]

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of DLDSSCSI are required by law to suspend from school, and shall recommend expulsion from the school for the following offenses:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, weapon, explosive, or other dangerous object of no reasonable use to the pupil
3. Unlawful possession of any controlled substance
4. Robbery or extortion

5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee
6. Possessing, selling, or otherwise furnishing a firearm
7. Brandishing a knife at another person. As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing,
8. Unlawfully selling a controlled substance
9. Committing or attempting to commit a sexual assault

PROCESS FOR SUSPENSION AND/OR EXPULSION

The following steps will be taken in the event of a suspension or an expulsion.

- 1. Informal Conference.** Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student’s parents. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.
- 2. Notices to Parents.** At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If a DLSSCSI official wishes to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and those violations of school rules can result in expulsion from DLSSC.
- 3. Length of Suspension.** The length of suspension from students may not exceed a period of ten (10) continuous days unless an administrator’s recommendation has been made and agreed to by the student’s parent. If a student is recommended for a period of suspension exceeding the ten (10) continuous days, a second conference will be conducted with the parent to discuss the progress of the suspension upon the completion of the tenth day of suspension.

DLSSCSI will follow the guidelines of Education Code 48915(c) and may immediately suspend and recommend for expulsion any students who possesses, sells or furnishes a firearm, brandishes a knife at another person, unlawfully sells a controlled substance, or commits or attempts to commit a sexual assault or sexual battery. Expulsion may be recommended for

causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, robbery or extortion, assault or battery upon any school employee. When other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, stealing or acts of harassment.

DLDSSCS will send written notification of the student expulsion to the parent/guardian of any student expelled. This notice will contain the following:

1. The specific offense committed by the student for any of the acts listed in “Grounds for Suspension/Expulsion.”
2. Notice of the parent/guardian’s obligation to inform any new district in which the student seeks future enrollment.

EXPULSION HEARING

Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after a school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board of Directors. Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

1. Date and place of the hearing;
2. Statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. Copy of the disciplinary rules, which relate to the ledged violation;
4. Indication of the opportunity for the student’s parent/guardian to appear in person at the hearing.

APPEAL OF SUSPENSION/EXPULSION

The suspension or expulsion of a student will be at the discretion of the Director. A parent/guardian may appeal a student’s expulsion within five (5) working days to the Board of Directors. The student will be considered suspended until the appeal hearing and decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present the appeal. The Board of Directors will hear the appeal. An appeal hearing includes the Director, the parent/guardian of the student, the student’s teacher(s) and any other pertinent person, including

counsel for the parent/child. The decision of the panel of representatives of the Board of Directors will be final.

In the event of a decision to expel a student from DLDSSCS, DLDSSCS will work cooperatively with the district of residence, county, and/or private school to assist with the placement of the student who has been expelled. Any incident of violent and/or serious behavior will be communicated to the district/school to which the student matriculates.

CONSEQUENCES OF MISCONDUCT

Teachers and other authorities at DLDSSCS will make appropriate interventions when a student's behavior is disruptive or dangerous. The purpose of interventions is to help the student learn appropriate behavior. For minor violations, a student will receive an initial warning. Additional violations will result in the issuance of discipline notices.

- For minor disagreements and disputes, students have the option of using “peer mediation” or speaking with a teacher.
- For dress code violations, students have the option of calling home for a change of clothing or may wear other clothing available at the school.
- Change in location—a student may be required to go to the Office or to another class for a specified period of time for various misconducts.

Following the issuance of a **Level 1 Disciplinary Notice**, the following procedures will be followed:

- **Parent Notification**—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.
- **Detention**—A student may be assigned detention. The student's parent(s)/guardian will receive at least one day's notice, and must sign and return the notice to the school acknowledging receipt.
- **Community Service on School Grounds**—The student may receive community service on school grounds during lunch or recess.
- **Field Trip Restrictions**--Students will be restricted from all field trips for three (3) weeks following the issuance of a Level 1 Disciplinary Notice.

Following the issuance of a **Suspension**, the following procedures will be followed:

- **Parent/Guardian Notification**—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.

- **Parent or Guardian/Teacher/Student Conference**—At the discretion of DLDSSCS, a conference with the student, parent(s)/guardian and teacher and/or administrator will be scheduled to discuss the student’s progress, problem behaviors, or other issues that have not been resolved at school. The following may result from the conference:
 - o **Behavior Contract**—Student, parent(s)/guardian and teacher will create a behavior contract in which the student, with parental consent, agrees to specified behavior.
 - o **Restitution**—When possible, the student will be allowed to compensate anyone who has been affected by the student’s misconduct. Restitution may take the form of replacement of private property or personal service.
 - o **Community Service on School Grounds**—The student may receive community service on school grounds during lunch, after school hours.
 - o **Field Trip Restrictions**—A student will be restricted from all field trips for three (3) weeks following the suspension.

Any student who has received a Level 1 Disciplinary Notice or has been suspended, within three (3) weeks prior to a field trip, will not be able to attend that field trip. There is no guarantee that reimbursement for the field trip will be given.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities will not be disciplined in a manner inconsistent with the IDEA and state special education. DLDSSCS will obey all the IDEA requirements for special education, which includes a “manifestation determination.” A manifestation determination means the evaluation of the relationship between a student’s disability and act of misconduct must be undertaken when a district proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the district concludes, after performing a manifestation determination review that the misconduct was not related to the student’s disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs, or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

The manifestation review is conducted by the district, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was a direct result of the district's failure to implement the IEP, the suspension/expulsion shall not go forward.

D. Procedures for Notifying Teachers of Dangerous Pupils

Education Code section 49079 provides that teacher must be notified “of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.”

The Executive Director or their designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon records maintained by Uncharted Shores Academy in the ordinary course of business or records received from a law enforcement agency.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Executive Director or their designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former school and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

The Executive Director or their designee shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The Executive Director or their designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.

E. Discrimination & Harassment Policy

Dr. Lewis Dolphin Stallworth, Sr. Charter School (“Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, ‘discrimination, harassment, intimidation, and bullying’ describe the intentional conduct, including verbal, physical, written communication, or cyber bullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

Bullying is defined as 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 student or group of students that constitutes sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students 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.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in a benefit from the services, activities, or privileges provided by the Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying

also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Reasonable pupil is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises 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.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Executive Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report available in the Main Office. However, oral reports will also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings and/or resolve the issue, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigating

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff members, parent, volunteer, visitor or affiliate of the Charter School, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If the Executive Director or designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, the Executive Director or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation which lead to the report. However, in no case may the Executive Director

or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

Appeal

Should the reporting individual find the Executive Directors' resolution unsatisfactory, he/she may follow the Internal Complaint and Dispute Resolution Policy found in the Charter School Parent/Student Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint at any time during the process, consistent with the procedures found in the Charter School Parent/Student Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT
FORM**

Your Name: _____ Date: _____

Date of Alleged Incidents (s): _____

Name of Person (s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

F. School-wide Dress Code Prohibiting Gang Attire

The Charter School maintains a dress code, which prohibits students from wearing any item of clothing that is “related to gang activity.”

The purpose of this section is to define and provide examples of clothing “related to gang activity” so that members of the charter school community know which items of clothing to avoid. Having clear examples of the specific items prohibited by the dress code policy will make school safer by allowing the administration of the Charter School to readily enforce the prohibition on gang related attire in the dress code.

Students should wear clothing that is appropriate and in good taste. DLSSCS staff is the sole determiner of what is or is not appropriate. If a student arrives for an activity inappropriately dressed, the staff has the options of:

- Sending the student home to change or requesting the parent to bring a change of clothing.
- Offering clothing that is appropriate.
- Giving the student the opportunity to modify his/her appearance.

If there are economic problems which make it difficult to comply with the required dress code, discuss the need for assistance with one of the administrators. [E.C. 35183] See Uniform Guidelines. Dress should always be modest and in good taste and that eliminates:

- Clothing with pictures or words that are vulgar, culturally insensitive, related to drugs, sexual in content
- High heels
- Clothing that is revealing. This includes see-through materials, bare midriffs, low tops, low pant bottoms, sagged pants. No part of any underwear should ever be showing. No skin should show between tops and bottoms.
- Clothing related to gang activity
- Clothing that is dangerous. No spikes, chains, studs, etc.
- Piercings (other than ear piercing)
- Tattoos
- Hairstyles or any other feature that is out of the ordinary and may draw attention to the style and away from learning. This includes any hair or item that obscures any part of the face except the forehead.

All students participating in school activities should be appropriately dressed. Clothing appropriate to the activity may include closed shoes for sports, appropriate jacket or hat for outdoor activities, or an outfit that can be easily washed if the activity (i.e. art) may soil the garment.

Physical Education Attire

- PE clothes are to be kept inside a bag or backpack when not being worn
- Tennis or athletic shoes are necessary for PE
- Shorts and T-Shirts may be worn only in PE
- Sweats (tops and bottoms) may be worn for cold weather, only during PE class

G. Safe Ingress and Egress

Campus Safety and Security

The charter school and its staff members will maintain policies, practices, and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and school operations team will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

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

Safe Passage to And From School

Youngsters must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

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

Responsibility of Administrator

- Assess traffic, warning signs, school van and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Review distribute and post “Back-to-School Safety Tips”.
- Encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in Volunteer Crossing Guard program.
- Inform students, staff, and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agency.

Traffic Patterns and Drop-Off/Pick-Up Points

The charter school has developed protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Releasing Students

DLDSSCS school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal before releasing the student.

Campus Safety and Security

The charter school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. Cameras are located in the common areas to monitor student and staff safety.

Entrances and Exits

The school principal and school operations team will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during school and non-school hours, as follows:

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

Responsibility of Administrator

- Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with the local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Review, distribute and post “Back-to-School Safety Tips”.
- Encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in the Volunteer Crossing Guard program.
- Inform students, staff, and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agencies.

Traffic Patterns and Drop-Off/Pick-Up Points

The charter school has developed protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Principal

- Principal is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” or the school parking lot and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop-off and pick-up plan and distribute the plan to parents.
- All designated drop-off/pick-up points are safe and at “curbside or the school parking lot.

- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any loading and unloading areas.

Releasing Students



Traffic Flow Patterns for AM Drop-off and PM Pick-up at Stallworth Charter School Parking lot

Traffic patterns are in effect daily from 7:30 a.m. from 2:30 to 3:30 p.m. beginning the opening day of school.

AM drop-off:

Students will exit from their vehicles immediately upon arrival and enter the building.

PM pick-up:

Students will exit the building and board their assigned vehicles.

Parent drop-off and pick-up will be inside the parking lot.

Parents will enter the driveway on the parking lot side and proceed to the drop off area.

Students will exit the vehicle and proceed to enter the building via the back entrance.

Once the drop-off is complete, vehicles will follow the one-way loop in the parking lot and exit to Market Street.

Pick-up will be the same process:

Students walking to and from school will follow the walker paths.

Please see attached diagram of traffic flow morning drop-off and afternoon pick-up.

Please note that all students will be dismissed at 2:30 p.m. for (K-2) and 3:00 pm (4th-8th)

The Principal is responsible for ensuring that there is a well-organized and responsive system of supervision and yard duty in place during school hours, before and after school.

School staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at specific dates, time and places.

Policy: Before and After School: Stallworth entrance grounds are supervised by school staff from 7:30 am until 3:30 pm. Outside of these hours, school staff will not be available to supervise students. Before school the entire grounds will be supervised and after school, school staff will be supervising the traffic parking lot of the school.

Yard duty: All staff at Stallworth Charter are expected to assist with yard duty supervision during the morning and will be included in the weekly roster. The daily Yard duty supervisor is responsible for preparing and communicating the yard duty roster on a regular basis. Yard duty school staff are to patrol the entire yard during their allocated duty time. Staff who are rostered for yard duty must remain on duty until they are replaced with off duty time.

During yard duty, supervising school staff must:

- Methodically move around the designated school
- be alert and vigilant
- intervene immediately if potentially dangerous or inappropriate behavior is observed in the yard
- enforce behavioral standards and implement appropriate consequences for breaches of safety rules, in accordance with any relevant disciplinary measures set out in the school's Student Handbook policy

- ensure that students who require first aid assistance receive it as soon as practicable
- log any incidents.

If being relieved of their yard duty shift by another staff member (for example, where the shift is ‘split’ into 2 consecutive time periods), the staff member must ensure that a brief but adequate verbal ‘handover’ is given to the relieving staff member in relation to any issues which may have arisen during the first shift. If the supervising teacher is unable to conduct yard duty at the designated time, they should contact the daily yard duty supervisor with as much notice as possible prior to the relevant yard duty shift to ensure that alternative arrangements are made. If a next duty teacher does not arrive for yard duty, the teacher currently on duty should notify the daily yard duty supervisor and / or Assistant principal. Should students require assistance during recess or lunchtime, they are encouraged to speak to the yard duty staff.

Visitors on Campus

The following procedures are to be followed to maintain a safe environment for students and staff at Stallworth Charter School,

1. All visitors are to check into the office and sign in.
2. Visitors will be issued a visitor’s name tag badge that indicates they are checked into the office.
3. Visitors will return the badge to the office at the end of their visit
4. Staff will ask all visitors without badges to check into the office or staff will notify the office for assistance.
5. Police services will be called upon in the event any visitor is not complying with posted regulations.

Outsider Registration

Any person other than the following is considered an outsider and required to register upon entering school premises during school hours: (Penal Code 627.1, 627.2, Evidence Code 1070). All persons not employed by Stallworth Charter School must sign in at the front office into the school’s visitors digital equipment. Students not enrolled at the school site are expected to check-in and receive permission to enter the campus.

H. Safe and Orderly Environment

Assessment of the Current Status

Stallworth Charter surveyed its students anonymously to identify areas of strength and weakness concerning school climate. The survey was based on California's Healthy Kids Survey and addressed issues of campus safety, staff-student relationships, and how students feel about their school. The elementary grade band (K through 5th grade) and the middle school grade band (6th through 8th grade) were surveyed. One of the key learnings that the LEA identified based on the survey results is most of our students feel valued and important on our campus (86% of elementary and 89% of middle school students surveyed) and believe that they are treated fairly by the staff (100% of elementary students and 96% of middle school students surveyed). All of the elementary students and 96% of the middle school students surveyed said they feel safe on our campus. All elementary students and 82% of middle school students agreed that staff teaches students about respect and having care for each other. One area of weakness that the survey identified is the rate of physical altercations present in the elementary grades. While 10% of middle school students reported being in physical altercations in the last year, more than 55% of elementary students said they were engaged in such behavior. The results of the survey identify our greatest strength is the personal relationships that our staff has developed with the students we serve because students are feeling valued and safe. Our greatest barrier identified by the survey is the rate of physical altercations in the elementary grade bands.

School Mission Statement:

Preparing All Students For Success...Every Student, Every Day.

Policies & Procedures on Positive School Climate

It is a priority of the administration and staff at DLSSCS that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct through the implementation of a PBIS program (Positive Behavioral Interventions and Supports). DLSSCS promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution and PBIS strategies for behavioral management.

In addition to promoting safety and equity amongst the students, DLSSCS has adopted several policies to encourage safe and positive behavior in staff and visitors of our campus. DLSSCS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies will be incorporated and will be reviewed on an ongoing basis with the school's insurance carriers and at a minimum address the following topics:

- DLSSCS adheres to California laws, including fingerprinting, and prohibition regarding the employment of any person who has been convicted of a violent or serious felony. Each employee must furnish a Mantoux T.B. skin test clearance and documents for U.S. employment authorization. DLSSCS requires that each employee submit a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- DLSSCS functions as a drug, alcohol, and tobacco free workplace. DLSSCS will maintain a drug, alcohol, and tobacco free environment through intervention and disciplinary action. Any student found in the position of, or under the influence of illegal drugs, alcohol, or tobacco, will be disciplined according to school policy. Any student who is found selling drugs or alcohol will be expelled from school.
- DLSSCS teachers and staff are mandated reporters for suspected child abuse. The procedure for each mandated individual will be to file a report within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet the appropriate 7 authorities accordingly. Staff will receive in-service training and sign a document verifying notification and understanding regarding this responsibility.
- First Responder Emergency Response Training.
- Blood-borne Pathogens Contact Prevention.
- Response to Natural Disasters and Emergencies, including Fires and Earthquakes.
- Responding to Emergencies on Field Trips.

Component 1 – People and Programs		
Goal 1: Maintain a safe and orderly environment with regards to people and programs		
	Strategies to be Used	Person Responsible
Objective 1: Ensure safety through the use of a closed campus policy	<ul style="list-style-type: none"> • All visitors must be approved and identified by office staff • All doors and gates are closed during the school day 	<ul style="list-style-type: none"> • Office staff • Security personnel
Objective 2: Ensure safety through the use of Livescan background checks	<ul style="list-style-type: none"> • All staff and volunteers will pass a Livescan background check prior to working on DLSSCS campus or attending off-campus events with students 	<ul style="list-style-type: none"> • Director • Office Manager
Objective 3: Ensure positive culture through PBIS implementation	<ul style="list-style-type: none"> • All staff will be trained on PBIS methodology and techniques • All staff will be trained on the use of corrective essays and school wide discipline policies • Staff will routinely meet to discuss and plan for potential threats to implementation of PBIS • When Tier 1 interventions are insufficient, SST (Student Support Team) meetings will be held to 	<ul style="list-style-type: none"> • Administrative Team • SPED department • Teachers & Instructional staff

	plan for the individual needs of students	
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Component 2 - Place		
Goal 1: Maintain a safe and orderly environment with regards to the campus		
	Strategies to be Used	Person Responsible
Objective 1: Maintain a closed campus policy	<ul style="list-style-type: none"> ● Close all exterior exits (including the gates in the parking lot) at the beginning of the school day ● Keep front door security gate closed 	<ul style="list-style-type: none"> ● Security Personnel ● Office Staff
Objective 2: Monitor students at all times	<ul style="list-style-type: none"> ● Develop a schedule for staff that provides for enough yard duty and cafeteria staff to monitor students ● Require students to carry clearly visible hall passes when out of class 	<ul style="list-style-type: none"> ● Administrative Team ● Instructional Staff ● Support Staff

Timeline of Major Activities

Month	Activity	Person Responsible
March	<ul style="list-style-type: none"> ● Issue School Climate Survey 	All instructional Staff
April	Safety Committee meeting	Safety Committee
May		
June		
July	<ul style="list-style-type: none"> ● Professional Development regarding Emergency Procedures ● Professional Development regarding PBIS and behavioral management policies and procedures ● Plan Emergency Drills calendar 	Administration Team; Instructional Team; School Safety Committee
August	<ul style="list-style-type: none"> ● Instruct students on emergency drills procedures 	Instructional Staff
September	<ul style="list-style-type: none"> ● Safety Committee meeting 	Safety Committee
October	<ul style="list-style-type: none"> ● Issue California Healthy Kids Survey in 7th & 5th Grade 	Teachers of 5th & 7th grade

November	Safety Committee meeting	Safety Committee
December		
January	Safety Committee meeting	Safety Committee
February		

I. Rules and Procedures on School Discipline

Students who do not comply with DLDSSCS regulations may be placed on probation and excluded from field trips, and other enrichment activities.

- Students should use the restroom before or after class. Kindergarten and first grade students who need to use the restroom during class will only be allowed to do so with a supervising adult.
- All students on campus are expected to either be in a class or in a meeting with a teacher, counselor and or administrator. Students will always be under the direct supervision of their teacher or a teacher designee.
- Students will not be allowed to leave campus without a parent, guardian or designated person who is authorized to pick up child(ren) from the facility.
- Good behavior is always a requirement. No rough play, swearing, bullying, or name-calling will be allowed before, during or after school.
- The facilities used for classes are public property. Students are expected to respect this property by cleaning up after themselves and taking care not to damage property.

ELECTRONICS USE

There are computers and other technology equipment available for student use in the classrooms. No objectionable material will be allowed during computer use. Caution should be taken to avoid misuse of the equipment or unintentional inappropriate material being displayed on the computer screen. Before using the equipment, a student must read the technology agreement and agree to its conditions as listed in the student application.

TK-8students will have rules posted by the computers; all students will sign a contract in order to use the equipment. All the rules for electronic use are in effect in the learning center. Computers are to be used for educational purposes – research, programmed learning, learning games. They are not to be used for recreational games.

SEXUAL HARASSMENT

Students in grades 3 through 8 may be suspended or expelled for sexual harassment. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which interfere with an individual's performance at school and/or creates an intimidating, hostile, or offensive educational environment. Students who believe they have been harassed or have witnessed sexual harassment are encouraged to report it immediately to a teacher or the office staff. [E.C. 48980, 48900.2, and 212.8]

REASONABLE SEARCH

DLDSSCS school officials (Director, Principal, or Assistant) or designee may conduct a

reasonable search of a student (including backpack, purse, bag, locker, or vehicle) if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband. To be reasonable, suspicion must be based upon specific, articulate, objective facts, and any rationally derived inferences that would lead a reasonable person to suspect that an individual is in possession of a weapon or other contraband while on school premises or in connection with school activities.

School officials or law enforcement officers may conduct random checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all people passing through a designated area in hallway or on every third person entering an athletic event).

When conducting a search of a student's person, the person conducting the search will be of the same sex and the student being searched. A second adult of the same sex as the students being searched will also be present. In no instance shall a school employee conduct "strip searches."

DISCIPLINARY POLICIES AND PROCEDURES

SUSPENSIONS AND EXPULSIONS

Students may be suspended from school activities by the principal for up to ten (10) days of activity for infractions of the discipline code and Grounds for Suspension listed in State Education Code 48900. For more serious offenses as defined State Education Code 48915, the administration will ask the Governing Board to expel a student from DLDSSCS.

The suspension and expulsion policy conform with the Education Code #47605(5) (J), which requires a description of the procedures by which pupils can be suspended or expelled (and a description of any appeal process).

The approach of DLDSSCS is to lead the child towards self-discipline. We try to avoid spending unnecessary time responding or reacting to behavior problems. DLDSSCS method addresses the need to effect change towards positive behavior through lesson planning or teaching.

In DLDSSCS, the child's opinion is respected and the child is encouraged to share his or her views. Children want to follow procedures if the adult clearly defines the procedures and then invite the child to assume responsibility for his or her behavior. Assuming responsibility for behavior is to understand and accept the consequences of violating the procedures.

A written remediation plan (the pyramid of intervention) will clearly describe progressive disciplinary measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, and provisions for a student's continued education while suspended. Students who present an immediate threat to the health and safety of others may be suspended or expelled.

A student may be suspended or expelled for any of the acts enumerated in this handbook. These

acts are related to school activity or school attendance that occur at any time, including, but not limited to, during, or while going to or coming from, or a school-sponsored activity.

ZERO TOLERANCE POLICY

DLSSCS has a “Zero Tolerance” policy for weapons and drugs/alcohol. It requires the help of all students, staff, and parents to maintain a safe and orderly campus/learning environment. DLSSCS expects all parents to encourage their sons or daughters to report weapons or drug/alcohol violations to a staff member. All information will be dealt with in strict confidence. By working together as a school community, we can support a positive learning environment.

SUSPENSION (CA EDUCATION CODE 48900-48926)

Repeated serious violations of the Education Code will result in the student being suspended from school. These violations include:

1. Fighting (including participating, threatening, encouraging, intimidating, and harassing)
2. Possession of a dangerous object or anything that look like a dangerous object
3. Using, possessing, or selling drugs or alcohol or any drug paraphernalia
4. Stealing or destroying property or possessions, including graffiti and/or vandalism
5. Consistently interrupting school or classroom activities
6. Sexually harassing other students or name-calling
7. Continuously displaying profanity or using vulgar language
8. Robbery or extortion, or receiving stolen property
9. Truancy or excessive tardiness
10. Displaying or participating in hate violence

When all attempts at correcting a student’s behavior have proven unsuccessful, and /or after repeated offenses resulting in student suspensions, or in case of extreme, unsafe behavior as addressed in the California Education Code, a student may be recommended for expulsion from DLSSCS.

EXPULSION [CA EDUCATION CODE 48900-48926]

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of DLSSCSI are required by law to suspend from school, and shall recommend expulsion from the school for the following offenses:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, weapon, explosive, or other dangerous object of no reasonable

- use to the pupil
3. Unlawful possession of any controlled substance
 4. Robbery or extortion
 5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee
 6. Possessing, selling, or otherwise furnishing a firearm
 7. Brandishing a knife at another person. As used in this section, ‘knife’ means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing,
 8. Unlawfully selling a controlled substance
 9. Committing or attempting to commit a sexual assault

PROCESS FOR SUSPENSION AND/OR EXPULSION

The following steps will be taken in the event of a suspension or an expulsion.

1. **Informal Conference.** Suspension will be preceded by an informal conference conducted by the administrative staff, with the student and the student’s parents. The conference may be omitted if the administrative staff determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parent will be notified of the suspension and a conference will be requested as soon as possible.
2. **Notices to Parents.** At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If a DLSSCSI official wishes to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and those violations of school rules can result in expulsion from DLSSC.
3. **Length of Suspension.** The length of suspension from students may not exceed a period of ten (10) continuous days unless an administrator’s recommendation has been made and agreed to by the student’s parent. If a student is recommended for a period of suspension exceeding the ten (10) continuous days, a second conference will be conducted with the parent to discuss the progress of the suspension upon the completion of the tenth day of suspension.

DLSSCS will follow the guidelines of Education Code 48915(c) and may immediately suspend and recommend for expulsion any students who possesses, sells or furnishes a firearm, brandishes a knife at another person, unlawfully sells a controlled substance, or commits or attempts to commit a sexual assault or sexual battery. Expulsion may be recommended for causing serious injury to another person, except in self-defense, possession of any knife, explosive, or other dangerous object, robbery or extortion, assault or battery upon any school employee. When other means of correction have failed to bring about proper conduct or there exists a continuing danger to the physical safety of the pupil or others, expulsion will be recommended for repeated threats of violence, damage to school or private property, stealing or acts of harassment.

DLDSSCS will send written notification of the student expulsion to the parent/guardian of any student expelled. This notice will contain the following:

1. The specific offense committed by the student for any of the acts listed in “Grounds for Suspension/Expulsion.”
2. Notice of the parent/guardian’s obligation to inform any new district in which the student seeks future enrollment.

EXPULSION HEARING

Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after a school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board of Directors. Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:

1. Date and place of the hearing;
2. Statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. Copy of the disciplinary rules, which relate to the alleged violation;
4. Indication of the opportunity for the student’s parent/guardian to appear in person at the hearing.

APPEAL OF SUSPENSION/EXPULSION

The suspension or expulsion of a student will be at the discretion of the Director. A parent/guardian may appeal a student’s expulsion within five (5) working days to the Board of Directors. The student will be considered suspended until the appeal hearing and decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present the appeal. The Board of Directors will hear the appeal. An appeal hearing includes the Director, the parent/guardian of the student, the student’s teacher(s) and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Board of Directors will be final.

In the event of a decision to expel a student from DLDSSCS, DLDSSCS will work cooperatively with the district of residence, county, and/or private school to assist with the placement of the student who has been expelled. Any incident of violent and/or serious behavior will be communicated to the district/school to which the student matriculates.

CONSEQUENCES OF MISCONDUCT

Teachers and other authorities at DLDSSCS will make appropriate interventions when a student’s behavior is disruptive or dangerous. The purpose of interventions is to help the student

learn appropriate behavior. For minor violations, a student will receive an initial warning. Additional violations will result in the issuance of disciplines notices.

- For minor disagreements and disputes, students have the option of using “peer mediation” or speaking with a teacher.
- For dress code violations, students have the option of calling home for a change of clothing or may wear other clothing available at the school.
- Change in location—a student may be required to go to the Office or to another class for a specified period of time for various misconducts.

Following the issuance of a **Level 1 Disciplinary Notice**, the following procedures will be followed:

- **Parent Notification**—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.
- **Detention**—A student may be assigned detention. The student’s parent(s)/guardian will receive at least one day’s notice, and must sign and return the notice to the school acknowledging receipt.
- **Community Service on School Grounds**—The student may receive community service on school grounds during lunch or recess.
- **Field Trip Restrictions**--Students will be restricted from all field trips for three (3) weeks following the issuance of a Level 1 Disciplinary Notice.

Following the issuance of a **Suspension**, the following procedures will be followed:

- Parent/Guardian Notification—Parent(s)/Guardian will be notified of student misconduct beyond minor disagreements and disputes.
- Parent or Guardian/Teacher/Student Conference—At the discretion of DLDSSCS, a conference with the student, parent(s)/guardian and teacher and/or administrator will be scheduled to discuss the student’s progress, problem behaviors, or other issues that have not been resolved at school. The following may result from the conference:
 - **Behavior Contract**—Student, parent(s)/guardian and teacher will create a behavior contract in which the student, with parental consent, agrees to specified behavior.
 - **Restitution**—When possible, the student will be allowed to compensate anyone who has been affected by the student’s misconduct. Restitution may take the form of replacement of private property or personal service.
 - **Community Service on School Grounds**—The student may receive community service on school grounds during lunch, after school hours.
 - **Field Trip Restrictions**—A student will be restricted from all fieldtrips for three (3) weeks following the suspension.

Any student who has received a Level 1 Disciplinary Notice or has been suspended, within three (3) weeks prior to a field trip, will not be able to attend that field trip. There is no guarantee that reimbursement for the field trip will be given.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities will not be disciplined in a manner inconsistent with the IDEA and state special education. DLSSCS will obey all the IDEA requirements for special education, which includes a “manifestation determination.” A manifestation determination means the evaluation of the relationship between a student’s disability and act of misconduct must be undertaken when a district proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the district concludes, after performing a manifestation determination review that the misconduct was not related to the student’s disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs, or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

The manifestation review is conducted by the district, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by or had a direct and substantial relationship to the child’s disability; or
2. If the conduct in question was a direct result of the district’s failure to implement the IEP, the suspension/expulsion shall not go forward.

California Department of Education

Prohibition of discrimination, harassment, intimidation and bullying in California Public Schools”

Office of Equal Opportunity July 2015

Where and how to file a complaint of discrimination harassment, intimidation and bullying

The *California Code of Regulations*, Title 5, Chapter 5.1, Section 4600, et seq. establishes Uniform Complaint Procedures to be followed for complaints of discrimination, harassment, intimidation and bullying. The regulations require:

- The local educational agency adopts policies and procedures consistent with California Code of Regulations, Title 5, sections 4600 – 4687.
- The district’s complaint procedure should be published in the student handbook. If not, contact the district office and request a copy of the nondiscrimination policy and complaint procedures, (the policy and process should be similar to the information provided in this brochure.).

- The complaint must first be filed with the school district; follow the directions, steps and time lines in the district's complaint procedures; if there are questions about the procedures, ask for the name of the person responsible for handling discrimination, harassment, intimidation, and bullying complaints; contact the person for questions and clarification.
- The complaint must be written and can be filed by a student, parent, or interested parties or organizations; it must be filed within six months of the date of the alleged discrimination and/or harassment, or when knowledge was first acquired.
- The district has 60 days to complete an investigation into the allegations and prepare a final written report that is to be sent to the person(s) that filed the complaint; during this process, an opportunity to submit evidence is provided.

If all the steps of the school district's complaint procedures have been followed and there is disagreement with the decision, an appeal to the State Superintendent of Public Instruction can be made; any appeal must be filed within 15 days of the school district's final decision on the complaint

To file an appeal, write to:

California Department of Education
 Sharon Felix-Rochon, Director
 Office of Equal Opportunity
 1430 N Street, Suite 4206
 Sacramento, California 95814

- An appeal to the Department should be in writing and signed;
- Include a copy of the school district's final decision on the complaint,
- An appeal may also be filed with the Department if the school district fails to make a decision on the complaint within 60 days.

Suggestions for students, parents and others when filing a complaint of discrimination and/or harassment.

- Make sure the law applies to the situation that is of concern; some actions by the school district is just not fair, but may not be prohibited by the state law because it does not constitute discrimination based on the listed protected classes; also the action must also adversely affect the student,
- Explain why it is discrimination and/or harassment; provide as much specific documentation and information as possible,
- Explain what you would like to have happen as a result of the complaint; give your name, address and telephone numbers where you can be reached.

For additional information or concerns contact:

Office of Equal Opportunity
California Department of Education
1430 N Street, Suite 4206
916-445-9174
www.cde.ca.gov

The California Department of Education is committed to and expects school districts to create and maintain a non-discriminatory and safe learning environment.

What the law states:

California Education Code Section 200

It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state.

Penal Code Section 422.55.

"Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:

- Disability.
- Gender.
- Nationality.
- Race or ethnicity.
- Religion.
- Sexual orientation.
- Association with a person or group with one or more of these actual or perceived characteristics.

California Education Code Section 201.

Provides legislative declarations in support of the policy, such as:

- students in public schools are entitled to participate fully in the educational process free from discrimination ,harassment, intimidation, and bullying,
- public schools are to take affirmative steps to combat racism, sexism, and other forms of bias,
- prevent and respond to acts of hate violence and bias-related incidents in an urgent manner,
- teach and inform students about their rights and rights of others in order to increase awareness and understanding in order to promote tolerance and sensitivity.

California Education Code Section 220.

Prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

California Education Code Section 234

The Safe Place to Learn Act - It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

Section 234.1 requires the following responsibilities of the local educational agencies:

Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics contained in Section 422.5 of the Penal Code and Section 220 of the Education Code and include a statement that the policy applies to all acts related to school activity or school attendance that occurs within a school under the jurisdiction of the superintendent of the school district. In addition, it is to state that school personnel are to take immediate steps to intervene, when safe to do so, if he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

Adopt and implement a complaint process to receive, investigate, and resolve complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics contained in Section 422.55 of the Penal Code and Section 220 of the Education Code. The complaint process shall include, but not limited, to the following

- a. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation or bullying that schools under the jurisdiction of the school district shall follow.
- b. An appeal process provided to the complainant should he or she disagrees with the resolution of a complaint.
- c. All forms developed relative to this process shall be translated pursuant to Section 48985 of the Education Code.

post policies that prohibit discrimination, harassment, intimidation, and bullying in schools and offices, include staff lounges and rooms that hold student government meetings,

- publicize policies that prohibit discrimination, harassment, intimidation, and bullying to parents, students, employees, agents of the governing board, and the general public and the complaint procedures, and how to file a complaint. The information is to be translated according to Section 48985.
- maintain documentation of complaints and the resolution for a minimum of one review cycle
- protect complainants from retaliation, and ensure the identity of a complainant remains confidential.
- designate a responsible local educational agency officer for ensuring compliance with Chapter 5.3 (commencing with Section 4900 of Division 1, Title 5 of the *California Code of Regulations* and Chapter 2 (commencing with Section

J. Tactical Response Procedures

When an Active Assailant is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (Evacuate)

The absolute best, most ideal response to an Active Assailant situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape (if possible, use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- Evacuation planning. Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.
- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be

needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.

- **Situational awareness.** Management needs to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- **Cross-training.** Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a “buddy system” with colleagues. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;
- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders. When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual’s disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counterintuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;

- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

2. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter’s view;
- An ideal hiding place will not trap the individual or restrict individual’s options for movement; and
- The area should provide protection if shots are fired in individual’s direction.

To minimize the chances of an individual’s hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual’s hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management.

Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create “safe rooms”, train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or

an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/”buddies” ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within an individual's ability.

Law enforcement/first responders. When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instructions announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual’s life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a “Not Today” attitude (deciding that today is not the day they are going to die).

Workplace management.

When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN).

Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders.

Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

Definition of Bullying: What is school Bullying?

- 1. Bullying is generally defined as any intentional, aggressive behavior that is meant to threaten, frighten, or hurt another student.**
- 2. This can include physical acts of violence, as well as mentally or emotionally abusive speech or written messages.**
- 3. It is common for bullying to occur from one student to another, but it is also common for several students to “gang up” on one selected victim.**

Who may be held liable (be punished financially or criminally punished) for school bullying?

- 1. The bullying student**
- 2. The bullying child’s parents (especially if they approved or encouraged the abusive behavior)**
- 3. The school or school staff (if they knew about the bully and did nothing to stop or prevent it.)**

What is Cyber Bullying?

It is becoming more common among school age students. It can occur at home or school. Cyber Bullying is the use of technology (cell phones, texting, photo sharing or other apps) to threaten, intimidate, harm or harass another person. It includes: Posting or sharing disturbing, inappropriate, or offensive pictures of someone else without their consent.

- 1. Major property loss or damage, when related to bullying.**
- 2. Threatening to hurt someone and stalking.**

Can School Bullying Lead to Criminal Charges?

- 1. It is not uncommon for school bullying to escalate from words or threats to violence or physical danger that results in bodily harm, theft, or property damage. In such cases bullying can lead to criminal charges and consequences such as fines, juvenile detention (lock-up.)**

2. Situations involving harassment or stalking, especially in cases that involve sexual harassment or sexual assault will generally lead to a criminal investigation.
3. ****Seth's Law:** Seth Law is named after a 13-year-old California boy who took his life in 2010, after years of ant-gay bullying that his school failed to address. It is a new law (July 1, 2012) that focuses on protecting students who are bullied based on their actual or perceived sexual orientation and gender identity/gender expression, as well as race, ethnicity, nationality, gender, disability and religion.
4. Assault or battery situations in which the bullied student was severely outnumbered or were assaulted or battered by a student much bigger than them in size.

32282.1

Educationally Related Mental Health Services Therapist (ERMHS) Job Description

What are ERMHS Services ?

ERMHS are provided after assessments have documented need and there is an Individual Education Plan (IEP) team consensus on the need to enhance student academic progress by providing additional social emotional support. When ERMHS are added to a student's IEP, the student may receive counseling and guidance, individual counseling, or both. These supports are intended to help decrease disruptions to the learning environment.

Description of Basic Functions and Responsibilities:

Works within the Special Education department to assist IEP teams in determining appropriate services, supports and placement to address mental health needs of eligible students. Directly serve students identified by the IEP team for ERMHS by providing assessments and intervention and progress monitoring of ongoing counseling services, and outside referrals to students and families for mental health services.

Representative Duties:

Collaboration with referral services, parents, teachers, administrators, law enforcement and student assistance team members to identify and manage student crisis situations; Provides consultation on emotional, social, behavioral, mental health issues; Consults and participates in clinical supervision and with IEP teams and as needed SST teams regarding support for at-risk students; In preparation for IEP/SST meetings, conducts interviews, observations, and behavioral health assessments with students and parents; Consults and cooperates with special education

personnel and participates in department and Professional Learning Community meetings as needed; Completes Medi-Cal and LEA billing in a timely manner; Support with comprehensive assessments and make recommendations for educationally related mental health services for students with significant social emotional and/or behavior needs; Make recommendations, based on progress monitoring, to the IEP teams for educationally related mental health counseling services goals; Provide clinical consultation and support to schools as necessary; Provide individual and group counseling services; Provides training for school staff regarding proactive pre-referral activities and behavioral support systems; Participate as a member of the IEP team as requested; Perform related duties as assigned.

Knowledge and Abilities:

Experience in providing therapeutic services to school and/or clinics, as well as experience working with at-risk or special education students; Ability to establish and maintain cooperative and effective working relationships with others; Ability to maintain confidentiality and use discretion with sensitive matters; Knowledge of oral and written English communication skills, (computer literate); Advance specialized professional principles and practices associated with adolescent development and psychology are applicable to an educational setting,

Physical Demands:

Dexterity of hands and fingers; Lifting, carrying, pushing, pulling as assigned by position; Seeing, hearing and speaking to exchange information; Moderate to high stress level; Daily contact with students, teachers, school and District staff; As needed contact with parents, community members and additional outside agency personnel.

Education, Licenses, Certificates:

A Master's Degree in Psychology, Clinical Social Work or Counseling Psychology OR a Pupil Personnel Services (PPS) credential issued by the California Commission on Teacher Credentialing (CTC); Registration with California Board of Behavioral Sciences (BBS) and working toward a valid California State License in Clinical Social Work (LCSW), Marriage and Family Therapy (LMFT), or Clinical Psychology; Valid California Driver's License; CPR/First Aid Certification; Requires fingerprint clearance from the Department of Justice and Federal Bureau of Investigation (FBI); Documentation of liability insurance.

Employment Standards:

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully an individual must be able to

perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions of the position. Individuals must maintain a professional attitude and appearance.

K- 8 Elementary School Counselor Description (Updated 11/15/2021)

Definition

The elementary school counselor (K-8) works directly with students in promoting awareness of self and the world around them, supporting the faculty and staff in their works with students, and confers with parents, administrators and others as necessary to provide for the well-being of the student.

Supervision Received and Exercised

Receives direction from the school principal or designee.

Representative Duties:

(Persons employed in this position may perform any combination of the essential functions shown below. This position description is not limited to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements).

- Implement American School Counselor Association (ASCA) National Standards aligned school counseling curriculum in the areas of academic, college and careers, and personal/social development.
- Provide school counseling core curriculum lessons, parent education programs, assist families with school related problems and issues, and make information available to parents and families.
- Plan, evaluate and revise the school counseling program based on ASCA National Model; review the school counseling program annually with other district school counselors and administrators; establish a planning calendar for school counseling program activities.
- Utilize technology and data based systems to make decisions regarding the school counseling program. Use data to develop strategies for closing the achievement gap. Use data to promote equity and implement intentional guidance activities.

- Counsel students, individually and in small groups. Conduct structured, goal oriented counseling sessions to meet the identified short-term need of individuals and groups of students.
- Provide individual assistance to students regarding the academic, college and career and personal/social needs.
- Provide post suspension conferences for students the day students return to school.
- Discuss academic progress and test results with students and parents and their implications for educational and career planning.
- Provide student behavior interventions.
- Encourage the enhancement of students' self-esteem in both the school setting and the home environment.
- Provide the effective delivery and implementation of prevention and intervention services for students, such as conflict resolution, restorative practices and crisis intervention.
- Participate in parent conferences and facilitate parent education opportunities.
- Participate in Student Assistant Program, Student Success Team (SST) meetings, IEP, and 504 meetings.
- Coordinate and implement a comprehensive program that links community resources with schools—utilizing the Student Assistance Program model, which provides procedures for the identification, intervention, and referral to specialized services for high-risk students.
- Counsel with students and parents regarding poor attendance patterns and make appropriate referrals to district attendance staff and participate in, Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) meetings regarding chronic absenteeism.
- Provide post suspension conferences for students the day students return to school.
- Counsel students individually and in small groups. Conduct structured, goal-oriented counseling sessions to meet the identified short-term need of individuals and groups of students.
- Assist with placement and/or adjustment of pupils in an appropriate classroom setting or in Special Education.
- Provide direction to students as they transition into high school, such as recruitment for magnet programs and/or any other specialized programs.

- Consult, collaborate, and be a resource for teachers in understanding and meeting the needs of students.
- Confer with parents and administrators about laws relating to students and arrange intervention by legal authorities when necessary.
- Encourage students to develop an awareness of educational goals and provide activities supporting career exploration.
- Participate in school wide committees, outside community agencies and the community regarding the school counseling program and its role in the educational program.
- Pursue professional growth and participation in local, state, and national school counseling related conferences and workshops.
- Additional duties may be required to meet current grant requirements.
- Assist with the high school counselors orienting eighth grade students for secondary progress of students.

KNOWLEDGE OF:

- Child development, behavior dynamics
- Group and individual counseling techniques, facilitation strategies and methodology
- Student assessment practices and interpretation of test data
- Laws, related to minors
- Conflict resolution and problem solving techniques
- Community resources
- State and National Counseling Standards
- Youth development programs and strategies
- Restorative practices and restorative justice
- Peer to peer program concepts
- Social, emotional, cognitive, behavioral, and moral competencies
- Mentoring programs and implementation strategies
- Positive behavior support strategies
- Program coordination and management
- Grant development/writing

ABILITY TO:

- Plan, organize and establish priorities
- Relate well to students, staff, parents and others
- Assist others in resolving problems
- Communicate clearly and succinctly
- Understanding and sensitivity to diverse students
- Establish and maintain cooperative and effective working relationships with others
- Promote quality human relationships

- Facilitate student counseling group basis as needed
- Work independently with minimal direction
- Meet schedules and timelines
- Operate a variety of office equipment including computers and assigned software.
- Read, hear and speak to exchange information and make presentations
- Monitor student behavior and motivate students to learn
- Analyze current and proposed programs, evaluate alternatives, and adopt effective course of action
- Prepare clear and concise student records and written materials
- Travel between work sites as required

EDUCATION OF EXPERIENCE:

- Master of Arts or advanced degree from an accredited college or university
- License, Certificates and Other Requirements
- Pupil Personnel Services (PPS) counseling credential
- Valid First Aid and CPR certificates must be obtained within sixty (60) days from the date of hire

RESTORATIVE JUSTICE INTERVENTION PROCEDURE (Created June 16, 2021; updated August 26, 2022)

The following Restorative Justice procedure is suggested for implementation in the 2022-2023 school year.

IN THE CLASSROOM:

Teachers have attempted to manage students' behavior in the classroom by consistently following their classroom behavior plan and utilizing classroom behavior management techniques and verbal de-escalation strategies. After consistently implementing the above steps without positive response, the Teacher determines that a student needs to be sent out of the classroom due to behavioral or emotional issues in the classroom setting.

In order to do so, the Teacher is to do the following before sending to the Office:

- Complete and submit the Google Form titled "**Student Referral for Restorative Justice**"
- marking "**Initial Staff Incident Report**".
- Make sure to mark all consequences tried and include "**Office referral for consequence (for 3rd offense, or serious infraction)**".
- When the form is submitted, an automatic email is sent to both Counselors, both Principals, both Office Staff, and Coordinator.

- call the office staff to let them know the student will be sent to the office, or needs an escort out of the classroom.
- Upon student arrival the Office staff will call the Counselor on Duty to receive the student.
- The Clinician will come to the office and escort the student to the counseling office.
- The students should NOT be sent to the hallway.

*Please note that the referral to the Counselor **is not** considered a disciplinary process or an on-campus suspension. The referral is a **restorative practice** that involves problem solving with the student, as opposed to disciplinary action. A disciplinary action involves doing something to the student.

IN THE CLINICAL SETTING:

1. The clinician will process the Google Form titled "Correctional Essay", which is an evidenced based Restorative Justice intervention.
2. The clinician will also complete the Google Form titled "Counseling Log".

Upon completion of the Correctional Essay and the Counseling Log:

- If the student has deescalated, the student will be escorted by the clinician back to the office to be returned to the classroom setting.

The office staff will notify the teacher of the student's return.

The Clinician will complete the "Administrative Response (Admins ONLY)" portion of the Google Form titled "Student Referral for Restorative Justice", which notes what supports and strategies were provided to the student to process the situation and determine a plan of action of support if necessary.

- If the student has not deescalated, the clinician will notify the Principal or designee and request further Administrative Intervention.
- In a conjoint session with the Clinician, the Principal or designee will attempt further de-escalation and determine if the referral requires further disciplinary action.
- The Administrator will decide if the referral required disciplinary action, and if the referral should be documented as a suspension.

If a suspension is the determined outcome, an SST meeting (unless an identified IEP student) needs to be requested **by the Clinician** through the Google Form titled "**Student Success Team Referral**", and held **prior** to the student's return. The purpose of this meeting is to determine further student support and/or accommodations upon returning to school.

If a student has three referrals for crisis intervention for the same behavioral or emotional themes (not resulting in a suspension), the Clinician will complete the Google Form titled "**Student Success Team Referral**", and then email Coordinator, attaching the counseling logs and/or Correctional Essays, and submit to the Coordinator. *ERMHS Therapist will submit a request for a Special Review IEP.

SCS:SPECIAL EDUCATION DIRECTOR MEMO

Dr. O'Neill

Date: January 4,
2023

REGARDING:
SPED UPDATE

Stallworth charter Flow Chart

1. Board of Directors
2. Director: Gayle Stallworth
 - a. Principal of Finance (Alice Stallworth)
 - McCormick, Assistant
 - Cooper, Assistant
 - b. Support Staff
 - Gunderson (Mentor Teacher)
 - Mrs. Moonie (HR)
 - c. Principal of Academics (Ms. Moorezaid)
 - Teachers
 - Paraprofessionals
 - School Staff
 - Volunteers
 - School Counselor
 - Special Education

Special Education (SPED) Staff

1. Director of SPED (Dr. O'Neill)
2. Coordinator of SPED (Mrs. Wagner-Martinho)
 - a. RSP Teacher
 - b. SPED Paraprofessionals (Bell, White)
 - c. Behavior Specialist (Stallworth)
 - d. ERMHS Therapist (Open: O'Neill temporary)
 - e. Speech Language Pathologists (Reese, Kidwell)
 - f. School Psychologist

3. SPED Job Duties

- a. Director of SPED: Monitoring, problem solving, collaborating with staff and administrative on SPED issues. Provides clinical supervision to ERMHS clinician. Facilitates weekly SPED staff meetings. (part-time: T,W,TH)

- b. Coordinator of Special Education:

Schedules and prepares IEP meetings, Monitors monthly SELPA Service Tracker Logs and quarterly reports. Completes SELPA reports, including SPED budget. Collaborates with General Education on Student Study Team (SST) referrals. Guides SPED staff meeting agenda. Aids SPED staff technical needs. (full-time position)

- c. **RSP Teacher**: Plans and delivers curriculum based on

SPED student's IEP goals. Provides assessment for identifying and monitoring IEP academic goals. Attends and participates in IEP by presenting student's academic goal progress. Attends SPED staff meetings. Monitors SPED accommodations and reinforcement for SPED students in general education setting. Keeps compliance records updated. Completes CE for RJ referrals for SPED students. Collaborates with General Education School Counselor. (full-time)

d. SPED Paraprofessionals:

Assists RSP teacher and SPED-Coordinator in academic service delivery, per IEP goals.(full-time/part-time)

e. Behavior Specialist: Provides individualized academic assistance and behavior support to students who are resisting academics in the classroom. If the student is non-responsive, send the student to an ERMHS therapist. Provides behavior support in the classroom by monitoring IEP behavior goals and reinforcement for SPED students. Monitors reinforcement delivery for target behavior. Assists/conducts with Functional Behavioral Analysis (FBA). Attends IEP meetings. (full-time).

f. ERMHS Therapist:

Delivers and tracks SPED student's counseling goals. Suicidal Assessment for all Stallworth students. Collaborates with community mental health resources. Attends IEP meetings and keeps SEIS records (service logs and progress notes current). Provides parent support. (full-time)

g. Speech Pathologist:

Provides Speech-Language assessment and services for SPED students. Attends and participates in IEP meetings for students. (part-time T,TH)

h. School Psychologist:

Provides educational assessment for students to identify SPED eligibility Attends and participates in IEP meetings for student's initial and triennial IEP meetings.(part-time)

References

- Cal OES Active Shooter Awareness Guidance (2016)
- *SCHOOL EMERGENCY MANAGEMENT, A Practical Approach To Implementation* (2013).
- FBI-DHS Joint Intelligence Bulletin on “Active Shooter” (2012).
- DHS Report “How to Respond to An Active Shooter” (2008).
- U.S. Secret Service and Dept. of Education Safe School Initiative Report (2002).