



Element Education

Governing Board Meeting

Published on February 24, 2026 at 8:01 AM PST

Date and Time

Friday February 27, 2026 at 11:30 AM PST

Location

1441 Montiel Road #145
Escondido, CA

The Governing Board ("Board") will assemble in person at 1441 Montiel Road, Ste 145, Escondido, CA 92026. Employees of Element Education who will be presenting and anyone wishing to speak during public comment may do so in person or via the MS Teams platform by clicking on the link provided below.

Members of the public who wish to comment during the Board meeting may complete the [Public Comment Speaker Card](#). In general, individual speakers are permitted three minutes to address the Board on each agenda or non-agenda item. The Board will limit the total time for public input on each item to 15 minutes per side (approve/deny) of the topic. In exceptional circumstances, the Board President may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be made equitably to allow for a diversity of viewpoints. The President may also stipulate that speakers not repeat arguments already made by other speakers to allow for broader range of input.

[Digital Sign- In Sheet](#)

[Join the Meeting: Use this Link to log on.](#)

**1441 Montiel Road #145
Escondido, CA 92026**

PURPOSE

The purpose of Element Education, Inc. (EEI) is to develop and operate charter schools which create avenues for “new instruction, new management, and new governance in public schools.” The organization operates from a place of Servant Leadership in supporting the elements of personalized learning.

VISION

The vision of EEI is to create model programs for deep and meaningful learning and attract and develop innovative and effective educators who instill the mindset and skills for developing agency in, and ownership of, life-long learning.

MISSION

The mission of its schools and programs is to promote a culture of mastery, autonomy, and purpose for all stakeholders through personalized learning plans developed with insight and experience of learning styles, appropriate resources, and learning networks for success in work, life, and citizenship.

Agenda

	Purpose	Presenter
I. Opening Items		
A. Call the Meeting to Order		Chris Nunley
B. Record Attendance		
C. Public Comment on Closed Session item		
	Members of the public shall have an opportunity to speak in accordance with the Government Code 54954.3 and Education Code 72121.5.	
D. Adjourn to Closed Session		
II. Closed Session		
A. Review of Comprehensive Safety Plan		
	Pursuant to Government Code §54957(a):	
	Board review of confidential safety and emergency response procedures.	
III. Public Session		
A. Call to Order and Establishment of Quorum		
B. Pledge of Allegiance		

	Purpose	Presenter
C. Approval of Agenda	Vote	Terri Novacek
D. Disclosure of Board actions from Closed Session, pursuant to Government Code 54957.		

IV. Recognitions and Presentations

A. Staff Recognition	FYI	Paul Johnson
1. Carly Haynes, Education Specialist, and Becky Neumann, Dimensions Collaborative School Regional Manager.		
B. School Presentation-Community Montessori	FYI	Earl Otte
C. Advisory Council Report-Community Montessori	FYI	Megan Nelson
D. School Presentation-Dimensions Collaborative School	FYI	Paul Johnson
E. Advisory Council Report-Dimensions Collaborative School	FYI	Danielle Stubbs

V. Communications- Agenda and Non-Agneda Items

To participate in the "Public Comment" portion of our meeting, you may use the [Speaker Card](#). As you are writing your comment, please keep in mind that the three-minute time limit still applies to all comments, even if they are being read by someone else.

- A.** Public
- B.** Members of the Board

VI. Approval of Consent Items

Items listed in this section are considered routine and are acted on by the Board in one motion. It is understood that the Executive Director recommends approval of all Consent Items. Each item on the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

A. Approval of Regular Board Meeting Minutes on January 30, 2026.	Vote	Terri Novacek
B. Approval of Check Run for January 2026.	Vote	Terri Novacek

	Purpose	Presenter

VII. Information Item-Chief Business Officer Report

A. Financial Position of Schools	FYI	Doug Miller
B. Technology Report	FYI	Doug Miller

VIII. Information Item-Director of Human Resources Report

A. Employment Activity	FYI	Kiran Sihota
B. Professional Learning Activity (external)	FYI	Kiran Sihota

IX. Information Item-Chief Operations Officer Report

A. Facilities Update	FYI	Roland Yung
B. Resource Management	FYI	Roland Yung

X. Executive Director Report

A. Parent Education Program	FYI	Terri Novacek

XI. Discussion Items

A. 2026-2027 Element Education Calendar Discuss and review the 2026-2027 Element Education Calendar	Discuss	Terri Novacek
B. 2027-2028 Key Dates Discuss and Review 2027-2028 Key Dates	Discuss	Terri Novacek

XII. Action Items-Element Education

A. Consideration of Agreement with Silva & Silva	Vote	Terri Novacek
B. Consideration of the Comprehensive Safety Plan	Vote	Terri Novacek
C. Consideration of Response to Immigration Enforcement Policy	Vote	Terri Novacek

XIII. Future Agenda Items

Purpose Presenter

Items for next Agenda (Future Agenda items are not considered on the agenda and Board Members will not be able to discuss per the Brown Act)

XIV. Closing Items

A. Adjourn Meeting Vote Chris Nunley

XV. Next Meeting

March 27, 2026
Administrative Offices
1441 Montiel Road #145
Escondido, CA 92026
11:30 AM Closed Meeting
12:00 PM Public Meeting

DISABILITY INFORMATION:

In accordance with the Americans with Disabilities Act, if accommodations are required, please call the Board Secretary 48 hours (about 2 days) in advance at (760) 703-9997 and every effort will be made to accommodate your request. In compliance with Government Code section 54957.5, non-exempt writings that are distributed to a majority or all the Board in advance of a meeting, may be viewed at 1441 Montiel Road #143 Escondido, CA 92026; at our website at www.myelement.org. or at a scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Susan Michaels at (760) 703-9997 or smichaels@myelement.org

This agenda was posted at least 72 hours prior to the meeting in a location freely accessible to the public and on the organization’s website, in compliance with Government Code section 54954.2.

Coversheet

School Presentation-Community Montessori

Section:	IV. Recognitions and Presentations
Item:	B. School Presentation-Community Montessori
Purpose:	FYI
Submitted by:	
Related Material:	2 School Report.pdf



February 2026

Current Projects	- MS Team preparing to present a workshop at the Schools To Watch Conference in Long Beach - Classroom observations underway - Lottery winners being processed and waiting lists established - LCs completed the American Heart Association Challenge – including Field Days and Dance Parties
Learning Center	Events
Carlsbad	3/2 - Dental Presentations for TK-K & LE 3/4-3/5 - Half Day Conferences 3/6 Informational Tour 3/11 - LE Field Trip Museum of Illusions 3/18 - Parent Club Meeting 3/26 - Fire Drill 3/30-4/3 - Spring Break No School
Mary Lane	3/4 & 3/5- Half Days for Conferences 3/10 - 3rd Grade Visit to Oak Hill (K to 1 st & Transfer students as well) 3/20- New Family Orientation 3/24- Fire Drill 3/30-4/3- Spring Break
Oak Hill	3/4-3/5 - Half Day for Conferences 3/5 - Panda Express Fundraiser 3/6 - Informational Tour 3/10 - ML transfer students visit OH 3/12 - Lower El field trip to SD Zoo 3/17 - 5 th grade fitness testing 3/24 - Fire Drill 3/30-4/3 - Spring Break
Poway	3/4 & 3/5- Half Days for Conferences 3/12- LE SeaCamp San Diego Field Trip 3/20- New Family Orientation 3/26- Fire Drill 3/30-4/3- Spring Break
Santee	3/4 & 3/5 – Half Days for Student Led Conferences- Early Dismissal 11:45 am 3/10 – Parent Club 3/20 – New Student Meetings 3/25 – Fire drill 3/30 to 4/3 – Spring Break
Announcements	The 2024–2025 School Accountability Report Card is now available on the school's website, and a copy has been provided to the Governing Board.



Current Projects	• Structured Literacy project • Supplementary Class Schedule for 2026-2027 • ELPAC Testing • CAASPP Testing Workshops: Math, ELA, and Science weekly 3/9-4/20 • CCSA Convention • Paren Education Webinar Series Math Morning Routine
Current Events	• 2/23 - Fire and Earthquake Drills • 2/27 - Chicano Park field trip • 2/27 - Dragon Wagon Engineering Series Build a Boat • 3/6 - Passport Pals North County • 3/20 - Spring Surf Class begins • 3/20 - Spring Hikes begin • 4/10 - Spring Order Deadline • 4/22-24 – Catalina • 5/15 - Second Annual Entrepreneurial Fair
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Coversheet

School Presentation-Dimensions Collaborative School

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Item:	D. School Presentation-Dimensions Collaborative School
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Coversheet

Approval of Regular Board Meeting Minutes on January 30, 2026.

Section:	VI. Approval of Consent Items
Item:	A. Approval of Regular Board Meeting Minutes on January 30, 2026.
Purpose:	Vote
Submitted by:	
Related Material:	2026_01_30_board_meeting_minutes (1).pdf

DRAFT

Element Education

Minutes

Governing Board Meeting

Date and Time

Friday January 30, 2026 at 12:00 PM

Location

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Directors Present

A. Schaner, B. Rohrer, C. Nunley, L. Cavazos, S. Subramanya, T. Breckenridge

Directors Absent

None

Guests Present

S. Michaels, T. Novacek

I. Opening Items

A. Call the Meeting to Order

C. Nunley called a meeting of the board of directors of Element Education to order on Friday Jan 30, 2026 at 12:02 PM.

B. Record Attendance

C. Pledge of Allegiance

Board Member Subramanya led the Pledge of Allegiance.

D. Approval of Agenda

T. Breckenridge made a motion to approve the agenda.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge Aye
S. Subramanya Aye
L. Cavazos Aye
A. Schaner Aye
B. Rohrer Aye
C. Nunley Aye

E. Oath of Office: Board Member Leila Cavazos

Ms. Novacek administered the Oath of Office to Ms. Cavazos.

II. Recognitions and Presentations

A. Staff Recognition

Mr. Otte recognized Ms. Lucido, Ms. Bolanos, Mr. Evanko, and Mr. Clark for their dedication and hard work.

Ms. Novacek recognized Ms. States for her work implementing Power Traits with students.

B. School Presentation-Community Montessori

Mr. Otte presented updates and activities within CM.

C. Student Recognition/Presentation-Community Montessori

Liliana Green and Vera Chase, CM upper elementary school students, shared a Montessori presentation with the Board.

D. Local Control and Accountability Plan Mid-Year Presentation-Community Montessori

Mr. Otte shared a mid-year LCAP presentation with the Board.

E. School Presentation-Dimensions Collaborative School

Mr. Johnson presented updates and activities within DCS.

F. Local Control and Accountability Plan Mid-Year Presentation-Dimensions Collaborative School

Mr. Johnsson shared a mid-year LCAP presentation with the Board.

III. Approval of Consent Items

A. Approval of Closed Board Meeting Minutes on December 5, 2025

B. Rohrer made a motion to approve the minutes Executive Session on 12-05-25.

S. Subramanya seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

B. Rohrer Aye
S. Subramanya Aye
C. Nunley Aye
T. Breckenridge Aye
L. Cavazos Aye
A. Schaner Aye

B. Approval of Regular Board Meeting Minutes on December 5, 2025

B. Rohrer made a motion to approve the minutes from Governing Board Meeting on 12-05-25.

S. Subramanya seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Nunley Aye
L. Cavazos Aye
B. Rohrer Aye
A. Schaner Aye
S. Subramanya Aye
T. Breckenridge Aye

C. Approval of Check Run for November 2025

B. Rohrer made a motion to Approve the Check Run for November.

S. Subramanya seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

B. Rohrer Aye
T. Breckenridge Aye
C. Nunley Aye
S. Subramanya Aye
A. Schaner Aye
L. Cavazos Aye

D. Approval of Check Run for December 2025

B. Rohrer made a motion to Approve the Check Run for December 2025.

S. Subramanya seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Subramanya Aye
B. Rohrer Aye

Roll Call

A. Schaner Aye
L. Cavazos Aye
C. Nunley Aye
T. Breckenridge Aye

IV. Information Item-Chief Business Officer Report

A. Financial Position of Schools

Mr. Miller presented current financial information for Community Montessori and Dimensions Collaborative School.

B. Technology Report

Mr. Miller reported on recent technology projects and updates.

V. Information Item-Director of Human Resources Report

A. Employment Activity

Ms. Sihota reviewed her written report on recent hires and current openings.

B. Professional Learning Activity (external)

Ms. Sihota reviewed her written report on employees who engaged in formal professional learning since the last board meeting.

VI. Information Item-Chief Operations Officer Report

A. Facilities Update

Mr. Yung reported on the status of recent facility improvements.

B. Resource Management

Mr. Yung shared a report on resource management projects and improvements.

VII. Executive Director Report

A. Legislative Update

Ms. Novacek reported that Assemblymember Darshana Patel has been appointed Chair of the Assembly Education and shared that planning has begun for Spring Forward and SOaR, a virtual Spring Wellness Event for the learning community to be held on Friday, April 10, from 10:00 a.m. to 12:00 p.m.

B. Strategic Planning Update

Ms. Novacek reported that Thrive, an organization that partners with nonprofits to develop strategic plans, surveyed staff, facilitated a workshop with 21 committee members, and prepared a report that was presented to the Board for feedback; the results will be reviewed with Thrive to determine next steps.

VIII. Action Items-Element Education

A. Consideration of Board Policy and Administrative Procedures Policy.

A. Schaner made a motion to Approve Administrative Procedures Policy.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos	Aye
C. Nunley	Aye
A. Schaner	Aye
S. Subramanya	Aye
B. Rohrer	Aye
T. Breckenridge	Aye

B. Consideration of Student Behavioral Health Policy

S. Subramanya made a motion to Approve Student Behavioral Health Policy.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge	Aye
C. Nunley	Aye
S. Subramanya	Aye
L. Cavazos	Aye
A. Schaner	Aye
B. Rohrer	Aye

IX. Action Items-Community Montessori

A. Consideration of First Interim Budget

A. Schaner made a motion to Approve First Interim Budget.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Rohrer	Aye
S. Subramanya	Aye
L. Cavazos	Aye
T. Breckenridge	Aye
A. Schaner	Aye

Roll Call

C. Nunley Aye

X. Action Items-Dimensions Collaborative School

A. Consideration of First Interim Budget

B. Rohrer made a motion to Approve First Interim Budget.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Schaner Aye

C. Nunley Aye

T. Breckenridge Aye

S. Subramanya Aye

L. Cavazos Aye

B. Rohrer Aye

XI. Closing Items

A. Adjourn Meeting

B. Rohrer made a motion to Adjourn the meeting.

A. Schaner seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Nunley Aye

A. Schaner Aye

B. Rohrer Aye

S. Subramanya Aye

L. Cavazos Aye

T. Breckenridge Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:30 PM.

Respectfully Submitted,

C. Nunley

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Coversheet

Approval of Check Run for January 2026.

Section:	VI. Approval of Consent Items
Item:	B. Approval of Check Run for January 2026.
Purpose:	Vote
Submitted by:	
Related Material:	January 2026 Check Run.pdf

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
January 1, 2026 - January 31, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
1/9/2026	111098	5 Element Martial Arts & Wellness Center, LLC	512391833	\$155.00
1/9/2026	111099	Aelott Air Conditioning	176003437	\$31,269.00
1/9/2026	111100	Allen, Andrew	512391872	\$1,600.00
1/9/2026	111101	Allen, Melissa	512397404	\$1,070.00
1/9/2026	111102	Amazon Capital Services	A1EJCAJXOWH87N	\$1,536.12
1/9/2026	111103	Aragon, Mikala	512391855	\$1,065.00
1/9/2026	111104	Arashi Brazilian Jiu-jitsu	512391843	\$920.00
1/9/2026	111105	ASIFP, Inc.	237801	\$835.00
1/9/2026	111106	AT&T - 9391084563	9391084563; Santee	\$31.88
1/9/2026	111107	AT&T - 9391084564	9391084564; Poway	\$31.88
1/9/2026	111108	AT&T - 9391084565	9391084565; Mary Lane	\$39.26
1/9/2026	111109	AT&T - 9391084566	9391084566; Poway	\$31.88
1/9/2026	111110	Atos Jiu-Jitsu	512391846	\$219.95
1/9/2026	111111	Brant, Jaimee	512391914	\$2,074.40
1/9/2026	111112	Brave Writer LLC	512287294	\$697.00
1/9/2026	111113	Caster Family Trust	20887	\$3,072.50
1/9/2026	111114	City Of Carlsbad- Utility	05012465-00	\$443.64
1/9/2026	111115	City of Escondido - Alarm Registration	INV-25-5665104	\$50.00
1/9/2026	111116	City of Escondido - Utility Billing	10/22/25-11/18/25 Oak Hill	\$1,143.44
1/9/2026	111117	City of San Diego Police Dept	12608989	\$31.00
1/9/2026	111118	Clark-Burnell, Lisa	512391870	\$200.00
1/9/2026	111119	Clark-Jijon, Steffani	512391893	\$280.00
1/9/2026	111120	Corodata Records Management, Inc.	016540	\$247.93
1/9/2026	111121	Costco Membership	Member # 000111770305129, 2 Cards	\$112.79
1/9/2026	111122	Cox Communications - Midway	12/15/25-1/14/26	\$657.15
1/9/2026	111123	Cox Communications San Diego - Ste 143	001 3410 110240101	\$399.53
1/9/2026	111124	CrunchLabs	SHOP22718263311	\$106.51
1/9/2026	111125	CubeSmart- Escondido	5003064655	\$458.00
1/9/2026	111126	Denison Algebra	4129	\$525.00
1/9/2026	111127	Design for Health Training Center	21008	\$465.00
1/9/2026	111128	DriversEd.com	INVISI1227	\$39.95
1/9/2026	111129	EDCO Waste & Recycling Service	12/31/25 - 25-5A 043413	\$285.65
1/9/2026	111130	EduDance Classrooms in Motion dba Playground Players Productions	512391875	\$2,075.00
1/9/2026	111131	EM Benefits	01/01/26-01/31/26	\$168.12
1/9/2026	111132	EMH Sports USA, Inc.	2355-4964-12	\$900.00
1/9/2026	111133	Escondido Disposal Inc.	12/31/2025 - 53 ED 184837	\$330.60
1/9/2026	111134	Farcas, Emilia	December 2025	\$31.20
1/9/2026	111135	FordPro	INV41644094	\$61.51
1/9/2026	111136	Gemstone Gymnastics	512391890	\$1,383.50
1/9/2026	111137	Gomez, Selene (P)	December 2025	\$290.08
1/9/2026	111138	GoTo Communications Inc.	IN7104807187	\$911.59
1/9/2026	111139	History Unboxed, LLC.	WC-303249HU	\$173.93
1/9/2026	111140	Home Depot Credit Services	11/13/25-12/12/25	\$1,566.66
1/9/2026	111141	JN Music Studio	512391897	\$2,250.00
1/9/2026	111142	Joplin, Angela (P)	September - December 2025	\$252.00
1/9/2026	111143	KiwiCo, Inc.	2171	\$332.78
1/9/2026	111144	Knight Security & Fire Systems	232975	\$352.00
1/9/2026	111145	Krause- Whyte, Sara	512391925	\$2,620.00
1/9/2026	111146	Lanterns Global LLC.	512391901	\$870.00
1/9/2026	111147	LearnersByNature	512391903	\$1,560.00
1/9/2026	111148	Leonard, Karin	512391905	\$485.00
1/9/2026	111149	Lloyd Pest Control	9092527	\$121.00
1/9/2026	111150	Lockman, Traci	034	\$200.00
1/9/2026	111151	Marsh & McLennan Agency LLC	Element Education, Inc.	\$13,911.00
1/9/2026	111152	Matuszczak, Anna M.	512391841	\$770.00
1/9/2026	111153	Morrey, Cathrine	CM20251231	\$2,340.00
1/9/2026	111154	Multi-Health Systems Inc.	SIP00584982	\$250.00
1/9/2026	111155	Noonan Family Swim School - San Diego	512391913	\$528.00
1/9/2026	111156	North County Student Transportation	25-1085	\$1,194.50
1/9/2026	111157	Office Depot, Inc.	450189195002	\$373.21
1/9/2026	111158	Otte, Samantha	1512	\$2,400.00
1/9/2026	111159	Peterson, Shannon	512397408	\$444.00
1/9/2026	111160	Procopio, Cory, Hargreaves & Savitch LLP	955217	\$6,908.00
1/9/2026	111161	Radical Reptiles and Friends	1/20/2026	\$275.00
1/9/2026	111162	Rady Children's Hospital - San Diego	1699	\$1,182.43
1/9/2026	111163	Rainbow Resource Center	5489818	\$336.11
1/9/2026	111164	Reynolds, Aubrey (P)	November 2025	\$67.20
1/9/2026	111165	Riches, Kendra	September - December 2025	\$280.80
1/9/2026	111166	Rohrer, Barbara	December 2025	\$120.00
1/9/2026	111167	San Diego Craft Collective	512397427	\$330.00
1/9/2026	111168	San Diego Gas & Electric- Carlsbad	8461 085 798 9	\$818.97
1/9/2026	111169	Schaumann, Emily	512391921	\$225.00
1/9/2026	111170	Schools First Plan Admin LLC	1/5/26 403B Contributions	\$21,400.56
1/9/2026	111171	Shad Oakes	512397439	\$295.00
1/9/2026	111172	Shred-it	8012871513	\$134.03
1/9/2026	111173	Singapore Math Inc.	S414767	\$577.34
1/9/2026	111174	Smith, Ruth	512391908	\$520.00
1/9/2026	111175	Sunshine Studio LLC	512391927	\$480.00
1/9/2026	111176	Swiftkick Martial Arts Inc	512391928	\$717.00

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
January 1, 2026 - January 31, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
1/9/2026	111177	Teacher Synergy, LLC	Crash Course US Government and Politics Worksheets Complete Series Bundle	\$32.99
1/9/2026	111178	Thrive Public Schools	1316	\$2,000.00
1/9/2026	111179	Time4Learning.com	CI-00503470	\$125.00
1/9/2026	111180	Top Notch Catering, LLC	CM122523	\$14,034.97
1/9/2026	111181	Transparent Classroom	121043	\$1,450.26
1/9/2026	111182	Twitchell, Laura	512391878	\$720.00
1/9/2026	111183	Villa Musica	512391930	\$164.00
1/9/2026	111184	Yen, Wendy	512391934	\$1,008.00
1/16/2026	111185	Alan A Brown Jr	1/12/2026	\$420.00
1/16/2026	111186	Amazon Capital Services	A1EJCAJXOWH87N	\$7,839.08
1/16/2026	111187	Art of Problem Solving	INV2463978	\$265.70
1/16/2026	111188	AT&T - 9391084658	000024608522	\$31.97
1/16/2026	111189	Bridge The Gap Sped, LLC	454	\$6,105.45
1/16/2026	111190	Catalina Island Camps, Inc.	1/15/26 - Second Deposit	\$9,684.00
1/16/2026	111191	Cintas Corporation #055	12/31/2025	\$411.78
1/16/2026	111192	CrunchLabs	SHOP22739978911	\$426.53
1/16/2026	111193	DriversEd.com	INVISI1233	\$79.90
1/16/2026	111194	Escondido Disposal Inc.	12/31/2025 - 53-ED 177875	\$309.64
1/16/2026	111195	Excellence in Writing	1246282	\$47.42
1/16/2026	111196	Hofman Planning & Engineering	2164	\$2,433.75
1/16/2026	111197	Home Science Tools	Exploring the Building Blocks Book 4 Kit and catalog	\$849.22
1/16/2026	111198	Institute for Effective Education	MathaiE1025	\$23,085.72
1/16/2026	111199	Isolved Benefit Services	I150856242	\$101.44
1/16/2026	111200	Junior Achievement of San Diego	20199	\$3,780.00
1/16/2026	111201	Korte, Kimberly	December 2025	\$350.00
1/16/2026	111202	Literacy Resources, LLC	INV-251222-0212933	\$107.90
1/16/2026	111203	Logic of English, Inc.	SI-275313	\$164.21
1/16/2026	111204	Museum of Illusions	Booking #130435604	\$1,440.00
1/16/2026	111205	Nicole the Math Lady, LLC	13393	\$79.00
1/16/2026	111206	Oak Meadow Inc.	82620	\$443.78
1/16/2026	111207	Oakes, Brian	October & November 2025	\$150.00
1/16/2026	111208	Office Depot, Inc.	451813805001	\$797.11
1/16/2026	111209	Rainbow Resource Center	5542969	\$636.68
1/16/2026	111210	Right Now Junk Removal	225	\$400.00
1/16/2026	111211	San Diego County Office of Education	099-050129	\$1,397.80
1/16/2026	111212	San Diego Gas & Electric - D.O. (143)	0018-9130-2276-8	\$1,515.38
1/16/2026	111213	San Diego Gas & Electric - MV (103B)	2100-0085-7674-8	\$254.17
1/16/2026	111214	San Diego Gas & Electric - MV (PI 101)	2100-0085-9450-1	\$188.92
1/16/2026	111215	San Diego Gas & Electric - Oak Hill	0068-6309-2224-6	\$2,164.16
1/16/2026	111216	San Diego Gas & Electric - Suite 145	0003-6390-8776-6	\$539.02
1/16/2026	111217	San Diego Gas & Electric- MV (PI 103C)	0030-4805-3026-3	\$277.90
1/16/2026	111218	San Diego Gas & Electric- MV (PI B)	0031-8696-4020-2	\$737.69
1/16/2026	111219	Schaner, Amy	December 2025	\$120.00
1/16/2026	111220	Science Mom	2025152	\$190.00
1/16/2026	111221	Singapore Math Inc.	S416768	\$85.04
1/16/2026	111222	Softchoice Corporation	97160144	\$33.20
1/16/2026	111223	Specialized Therapy Services	ELMT01- 1125	\$7,794.79
1/16/2026	111224	Teacher Synergy, LLC	324412766	\$15.49
1/16/2026	111225	Teaching Textbooks Inc.	67292	\$58.95
1/16/2026	111226	The Stepping Stones Group	M0266467	\$8,293.50
1/16/2026	111227	Think Social Publishing, Inc.	99433590	\$80.00
1/16/2026	111228	Thinkwell Corporation	209208	\$266.99
1/16/2026	111229	Verbal Behavior Associates	52-1225-01	\$3,969.28
1/16/2026	111230	Vieira, Heather (P)	Material Reimbursement - 1.14.26	\$64.00
1/16/2026	111231	Villa Musica	73570-29	\$585.00
1/16/2026	111232	Western Door	214014	\$687.00
1/23/2026	111233	All About Learning Press, Inc.	942269	\$936.53
1/23/2026	111234	Arizona State University	EA-2026-185	\$250.00
1/23/2026	111235	Art of Problem Solving	INV2470388	\$64.99
1/23/2026	111236	BBD Properties, LLC	February 2026	\$36,452.78
1/23/2026	111237	BG Consolidated	February 2026 - 143	\$19,904.20
1/23/2026	111238	BookShark LLC	B10067630	\$908.21
1/23/2026	111239	Carlsbad Police Department - Alarm Unit	INV-26-5815627	\$39.00
1/23/2026	111240	Caster Family Enterprises, Inc.	February 2026	\$9,250.30
1/23/2026	111241	Caster Family Trust	February 2026	\$14,553.76
1/23/2026	111242	City Of Carlsbad- Utility	05012465-00	\$406.47
1/23/2026	111243	City of Escondido - Utility Billing	11/19/25-12/18/25	\$688.02
1/23/2026	111244	CubeSmart- Escondido	5003064655	\$458.00
1/23/2026	111245	Demme Learning School Sales	Customer# 0078992	\$88.24
1/23/2026	111246	Donna Shott (P)	Fall 2025	\$168.00
1/23/2026	111247	DriversEd.com	INVISI1235	\$119.85
1/23/2026	111248	EdTec Inc.	CINV-00012444	\$1,759.63
1/23/2026	111249	EM Benefits	02/01/26-02/28/26	\$168.00
1/23/2026	111250	First Congregational Church of Escondido	February 2026	\$7,519.82
1/23/2026	111251	Revvia Marketing	1043	\$3,500.00
1/23/2026	111252	Gradisnean, Inc.	February 2026	\$14,710.32
1/23/2026	111253	Home Depot Credit Services	12/13/25-01/14/26	\$1,323.14
1/23/2026	111254	Home Science Tools	000738283	\$31.19
1/23/2026	111255	Kaiser Foundation Health Plan	02/01/26-02/28/26	\$96,654.60

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
January 1, 2026 - January 31, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
1/23/2026	111256	KiwiCo, Inc.	KE-A380B67A01052610	\$164.86
1/23/2026	111257	Lloyd Pest Control	9121554	\$110.00
1/23/2026	111258	McGraw-Hill School Education Holdings, LLC	Account 172650	\$348.84
1/23/2026	111259	MetLife - Group Benefits	KM05985459 0001	\$11,347.16
1/23/2026	111260	North County Student Transportation	26-0005	\$2,542.20
1/23/2026	111261	Oak Meadow Inc.	82834	\$2,230.23
1/23/2026	111262	Office Depot, Inc.	447171934002	\$1,168.61
1/23/2026	111263	Padre Dam M.W.D	Acct. 053494-23307550	\$705.81
1/23/2026	111264	Pali Institute, Inc.	29800	\$1,500.00
1/23/2026	111265	Rainbow Resource Center	5554231	\$668.88
1/23/2026	111266	Reliance Standard Life Insurance Company	02/01/26-02/28/26	\$3,181.16
1/23/2026	111267	Reliance Standard Life Insurance Company - Vision	01/01/26-01/31/26	\$1,017.64
1/23/2026	111268	San Diego Family Magazine	Customer ID 1573	\$1,575.00
1/23/2026	111269	San Diego Gas & Electric - Santee	3565 358 888 1	\$713.52
1/23/2026	111270	San Diego Gas & Electric- Poway	4768 764 856 5	\$773.89
1/23/2026	111271	Savvas Learning Company LLC	Account 2465600	\$1,525.65
1/23/2026	111272	Schools First Plan Admin LLC	01/20/2026 403B	\$25,337.37
1/23/2026	111273	Shred-it	8013157460	\$133.53
1/23/2026	111274	Stephens Educational Services, LLC	233103-0126	\$317.15
1/23/2026	111275	Stubbs, Danielle	1.22.26 - Mileage	\$20.88
1/23/2026	111276	Super Duper Publications	3036125A	\$199.95
1/23/2026	111277	Teacher Synergy, LLC	325227492	\$39.20
1/23/2026	111278	Time4Learning.com	CI-00548487	\$312.50
1/23/2026	111279	U.S. Bank	11526	\$5,729.17
1/23/2026	111280	Wess Transportation Services, Inc.	02-62048	\$971.75
1/30/2026	111281	All About Learning Press, Inc.	942846	\$320.62
1/30/2026	111282	Amazon Capital Services	A1EJCAJXOWH87N	\$11,530.24
1/30/2026	111283	Art of Problem Solving	INV2476121	\$127.15
1/30/2026	111284	AT&T - 9391084563	9391084563; Santee	\$31.97
1/30/2026	111285	AT&T - 9391084564	9391084564; Poway	\$31.97
1/30/2026	111286	AT&T - 9391084565	9391084565; Mary Lane	\$39.40
1/30/2026	111287	AT&T - 9391084566	9391084566; Poway	\$31.97
1/30/2026	111288	Beyond Vision Center Optometry	01/14/2026	\$400.00
1/30/2026	111289	Bromberek, Stephen	Materials Reimbursement	\$92.71
1/30/2026	111290	Busy Bees Locks & Keys Inc.	91189653	\$30.45
1/30/2026	111291	California Chamber of Commerce	SI537766	\$719.20
1/30/2026	111292	City of Escondido - Utility Billing	11/21/25-12/22/25 - 9457917442	\$275.36
1/30/2026	111293	Cox Communications - Midway	01/15/26-02/14/26	\$657.15
1/30/2026	111294	CrunchLabs	SHOP22758782111	\$215.00
1/30/2026	111295	Denison Algebra	4171	\$700.00
1/30/2026	111296	DriversEd.com	INVISI1239	\$39.95
1/30/2026	111297	EDCO Waste & Recycling Service	01/31/26 - 25-5A 043413	\$285.65
1/30/2026	111298	Escondido Chamber of Commerce	169204	\$420.00
1/30/2026	111299	Escondido Disposal Inc.	01/31/26 - 53-ED 184837	\$345.17
1/30/2026	111300	History Unboxed, LLC.	WC-303422HU	\$80.49
1/30/2026	111301	Home Science Tools	000736545	\$259.02
1/30/2026	111302	Lloyd Pest Control	9131603	\$131.00
1/30/2026	111303	MacAller, Jennifer	November & December - Outschool	\$114.00
1/30/2026	111304	MEL Science US LLC	LO2025120942	\$1,141.82
1/30/2026	111305	MyEdustream LLC	512110932	\$297.00
1/30/2026	111306	NCS Pearson, Inc.	Customer 1257324	\$1,115.90
1/30/2026	111307	Office Depot, Inc.	452120798003	\$121.80
1/30/2026	111308	Outschool, Inc.	12345725385 - PO 58223297	\$60.00
1/30/2026	111309	Perpetual Parks & Playground, Inc.	6863	\$2,500.00
1/30/2026	111310	Procopio, Cory, Hargreaves & Savitch LLP	958454	\$6,204.00
1/30/2026	111311	Revvia Marketing	1043	\$3,500.00
1/30/2026	111312	Reynolds, Aubrey (P)	December 2025	\$84.00
1/30/2026	111313	Royal Fireworks Publishing Co.	135716	\$58.00
1/30/2026	111314	San Diego Gas & Electric- Carlsbad	8461 085 798 9	\$864.77
1/30/2026	111315	Scholastic, Inc	Account 7316714	\$59.29
1/30/2026	111316	Science Mom	2026001	\$350.00
1/30/2026	111317	Singapore Math Inc.	S418453	\$353.28
1/30/2026	111318	Specialized Therapy Services	ELMT01- 1225	\$3,109.36
1/30/2026	111319	Subramanya, Suhas	Live Scan Reimbursement	\$87.00
1/30/2026	111320	Teacher Synergy, LLC	325457181	\$38.24
1/30/2026	111321	Teaching Textbooks Inc.	68774	\$63.95
1/30/2026	111322	Western Door	214157	\$288.00
				\$542,966.24

Coversheet

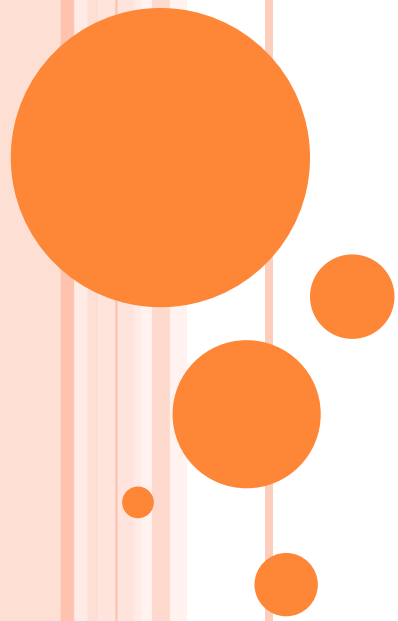
Financial Position of Schools

Section: VII. Information Item-Chief Business Officer Report
Item: A. Financial Position of Schools
Purpose: FYI
Submitted by:
Related Material: CM Board Presentation 02-27-26 (January) - FINAL.pdf
DCS Board Presentation 02-27-26 (January) - FINAL.pdf

BACKGROUND:

The Chief Business Officer provides a monthly report on the status of the organization's finances.

Enclosed are the CM and DCS financial reports for January 2026 for Board review.



February 27, 2026

COMMUNITY MONTESSORI

January 2026 Financials

CONTENTS

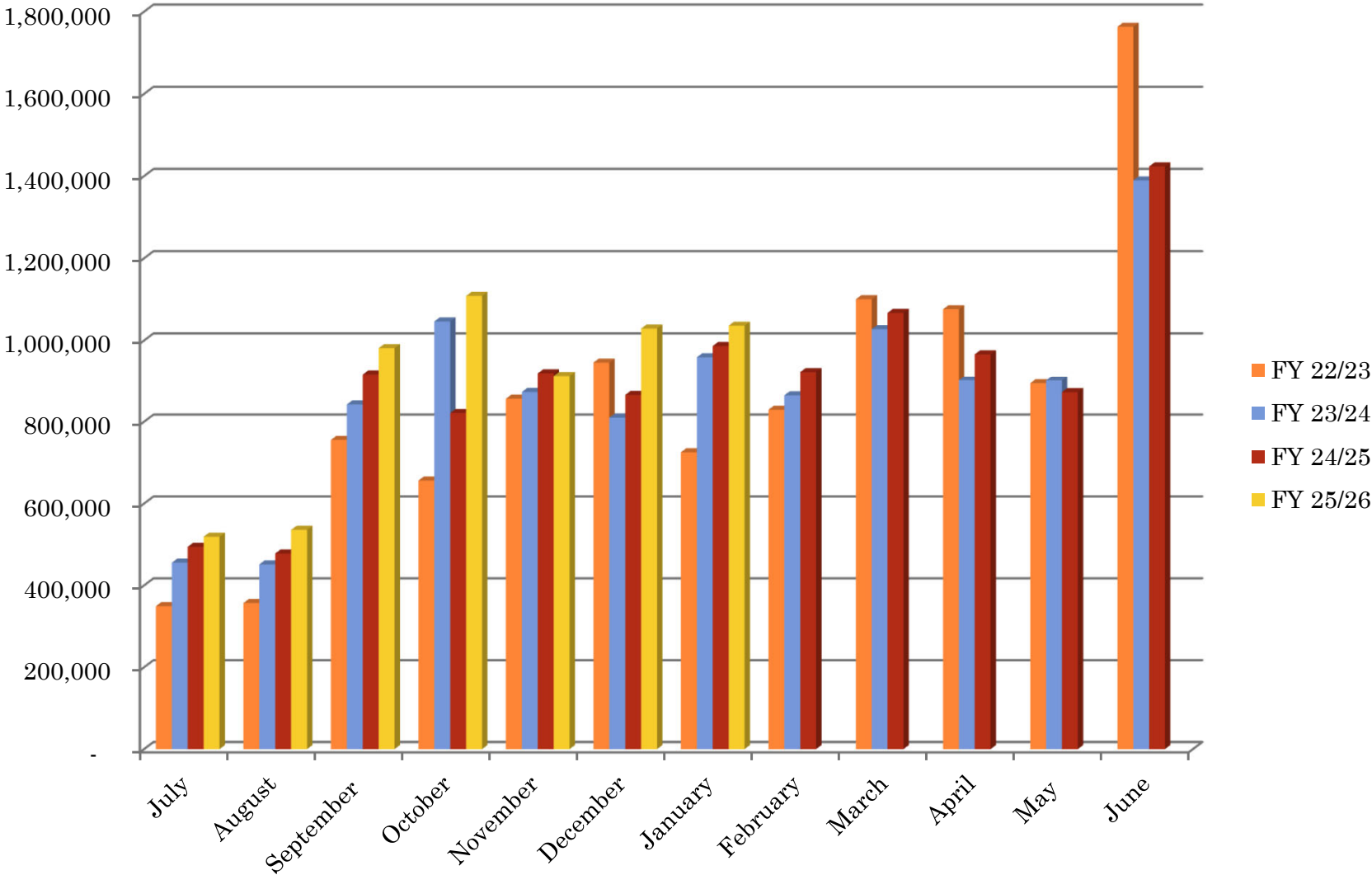
- FY 25-26 January Financials

FY 25-26 FINANCIALS

○ REVENUE

- Revenue was **\$35,558** less than forecasted
 - \$0 – General Block Grant
 - On budget
 - **(\$6,478)** – Other State Income
 - State school nutrition revenue was not deposited in January
 - Deposit in February
 - Lottery revenue was higher than projected for the month
 - **(\$5,390)** – Federal Income
 - Federal school nutrition revenue was not deposited in January
 - Deposit in February
 - **(\$23,691)** – Local Income
 - Fundraising revenue was lower than projected for the month

CM REVENUE YEAR OVER YEAR



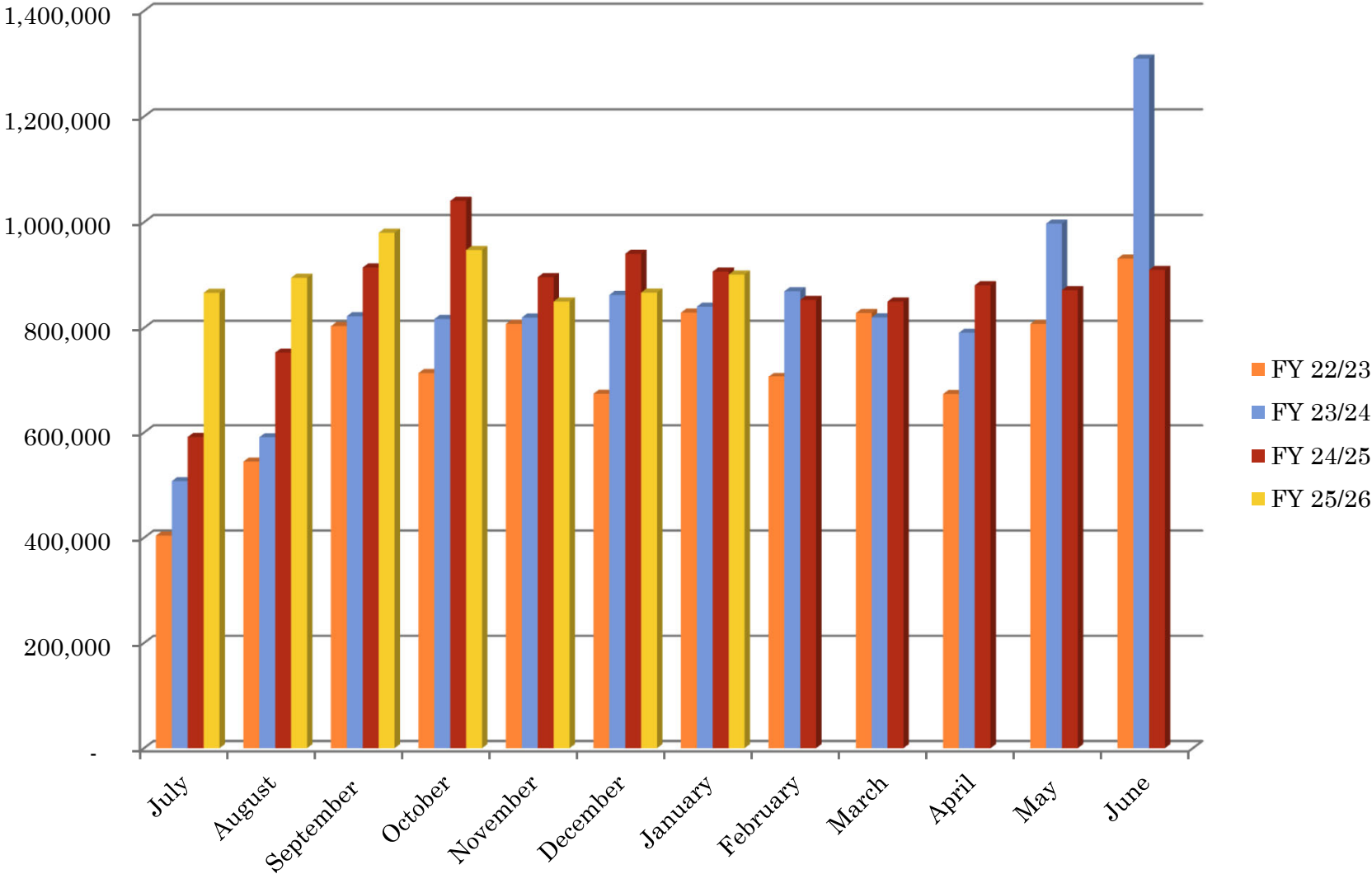
FY 25-26 FINANCIALS

○ EXPENSES

○ Expenditures were **\$382** more than forecasted

- \$714 – Certificated Employees
 - On budget
- \$5,955 – Classified Employees
 - Instructional aid salaries lower than projected for the month
 - Hourly employees' hours lower than projected
- \$1,918 – Employee Benefits
 - On budget
- \$10,075 – Books and Supplies
 - Instructional material costs lower than projected for the month
 - Timing
 - Supply costs lower than projected during the month
 - Timing
- \$11,435 – Services and Other Operating Expenses
 - Fieldtrip costs were lower than projected for the month
 - Timing
 - Printing and delivery costs were lower than projected for the month
 - Timing
 - Internet costs were lower than projected for the month
 - Timing
- **(\$30,480)** – Capital Expenditures
 - New HVAC units were installed at Poway

CM EXPENDITURES YEAR OVER YEAR



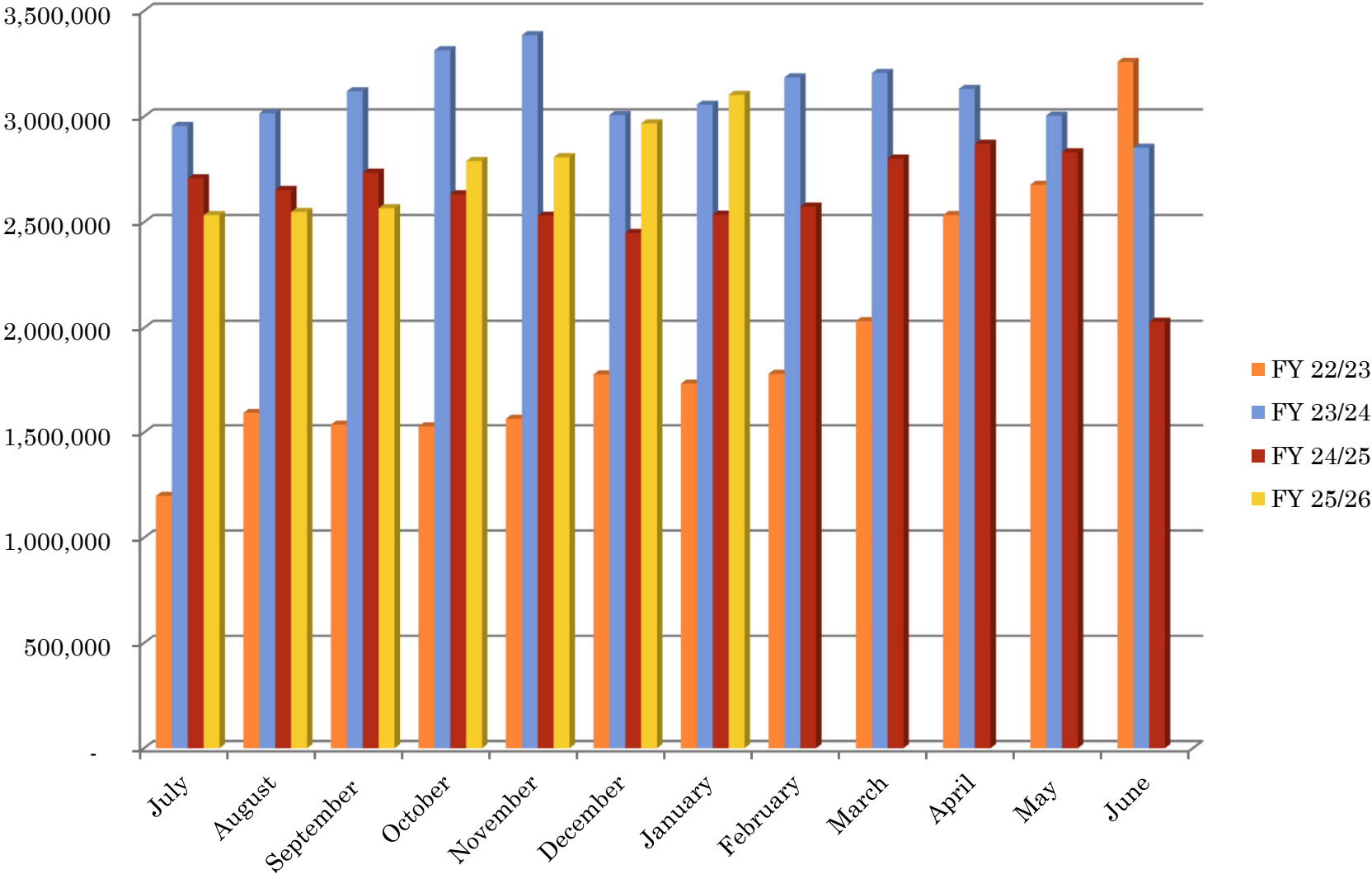
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 58 percent through the fiscal year**
 - Certificated Salaries are at 56 percent of total budget
 - Classified Salaries are at 58 percent of total budget
 - Employee Benefits are at 60 percent of total budget
 - Books and Supplies are at 55 percent of total budget
 - Services and Other Operating Expenses are at 58 percent of total budget
 - Capital Expenditures are at 50 percent of budget
 - Total Expenses are at 57 percent of total budget

CASH FORECAST

- CM started off January 2026 with \$2,968,149 in cash
 - CM received \$134,556 more in cash than they spent in the month of January
 - CM ended the month of January 2026 with \$3,102,705 in cash
 - \$1,366,758 of which is reserved for economic uncertainties
 - \$1,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$735,947 of which has no designations. This represents undesignated cash reserves of 7% (4% or \$69,000 whichever is greater – minimum)

CM CASH YEAR OVER YEAR



Community Montessori As of January 31, 2026	January Actuals	January Budget	Variance	YTD Actuals	YTD Budget	Budget
REVENUE						
General Block Grant	836,179	836,179	-	5,188,428	5,188,428	9,476,654
Other State Income	189,720	196,198	(6,478)	728,267	734,744	1,346,152
Federal Income	-	5,390	(5,390)	22,221	27,611	168,553
Local Revenue	10,214	33,905	(23,691)	184,702	207,496	221,000
Total Revenue	\$ 1,036,114	\$ 1,071,672	\$ (35,558)	\$ 6,123,618	\$ 6,158,279	\$ 11,212,359
EXPENSES						
Certificated Employees	341,551	342,265	714	2,127,849	2,128,564	3,775,376
Classified Employees	200,417	206,372	5,955	1,253,579	1,259,534	2,166,566
Employee Benefits	150,507	152,425	1,918	989,338	991,262	1,648,944
Books and Supplies	18,648	28,723	10,075	330,232	340,309	605,000
Services and Other Operating Expenses	159,204	170,639	11,435	1,373,147	1,384,581	2,370,167
Capital Outlay/Depreciation	30,480	-	(30,480)	232,455	201,975	462,100
Total Expenditure	\$ 900,806	\$ 900,424	\$ (382)	\$ 6,306,600	\$ 6,306,225	\$ 11,028,153
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 135,307	\$ 171,248	\$ (35,941)	\$ (182,981)	\$ (147,946)	\$ 184,206
Fund Balance, Beginning of Period	\$ 5,898,502	\$ 5,897,596		\$ 6,216,790	\$ 6,216,790	\$ 6,216,790
Fund Balance, End of year	\$ 6,033,809	\$ 6,068,844		\$ 6,033,809	\$ 6,068,844	\$ 6,400,996

Community Montessori As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
REVENUE					
8012 - Education Protection Account	-	-	78,447	78,447	158,400
8011 - Charter School General Purpose Aid	836,179	836,179	5,109,981	5,109,981	8,092,553
8096 - In Lieu of Property Taxes	-	-	-	-	1,225,701
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
General Block Grant	\$ 836,179	\$ 836,179	\$ 5,188,428	\$ 5,188,428	\$ 9,476,654
8297 - Prior Year Revenue not Accrued	-	-	-	-	-
8310 - Implementation Grant	-	-	-	-	-
8311 - Other State Apportionments	125,344	125,344	382,760	382,760	726,683
8319 - Other State Apportionments - Prior Years	-	-	(14,744)	(14,744)	(14,744)
8520 - State School Lunch	-	16,800	45,882	62,682	168,000
8550 - Mandated Cost Reimbursement	-	-	16,097	16,097	16,097
8560 - State Lottery Revenue	64,376	54,054	64,376	54,054	216,216
8590 - All Other State Revenue	-	-	233,895	233,895	233,900
Other State Income	\$ 189,720	\$ 196,198	\$ 728,267	\$ 734,744	\$ 1,346,152
8182 - Special Education Reimbursement	-	-	9,673	9,673	114,653
8220 - Federal School Lunch	-	5,390	12,548	17,938	53,900
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	-	-	-	-	-
Federal Income	\$ -	\$ 5,390	\$ 22,221	\$ 27,611	\$ 168,553
8639 - Sales	-	23,169	99,046	122,215	100,000
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	10,214	9,885	51,051	49,826	67,500
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	3,500
8781 - All Other Transfers From Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	-	851	34,605	35,455	50,000
8999 - Uncategorized Revenue	-	-	-	-	-
Local Revenue	\$ 10,214	\$ 33,905	\$ 184,702	\$ 207,496	\$ 221,000
Total Revenue	\$ 1,036,114	\$ 1,071,672	\$ 6,123,618	\$ 6,158,279	\$ 11,212,359
EXPENSES					
1100 - Teachers Salaries	289,738	291,352	1,784,390	1,786,006	3,130,533
1101 - Teacher Stipends	1,200	300	11,250	10,350	47,500
1200 - Certified Pupil Support Salaries	5,974	5,974	35,523	35,523	67,773
1300 - Certificated Supervisors and Administrators Salaries	44,639	44,639	296,686	296,685	529,570
Certificated Employees	\$ 341,551	\$ 342,265	\$ 2,127,849	\$ 2,128,564	\$ 3,775,376
2100 - Instructional Aide Salaries	75,961	77,395	438,025	439,459	771,073
2101 -Club E Hourly	-	-	-	-	-
2200 - Classified Support Salaries	36,234	38,223	211,618	213,605	319,297
2201 -Club E Salary	-	-	-	-	-
2300 - Classified Supervisors and Administrators Salaries	34,077	34,077	252,321	252,322	432,154
2400 - Clerical, Technical and Office Staff Salaries	48,504	50,793	311,767	314,057	572,889
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	5,640	5,884	39,848	40,091	71,153
Classified Employees	\$ 200,417	\$ 206,372	\$ 1,253,579	\$ 1,259,534	\$ 2,166,566
3101 - CalSTRS	64,888	65,373	400,308	400,794	721,097
3202 - 403B/457/401A Employer Contribution	9,539	10,054	63,684	64,201	109,775
3301 - OASDI/Medicare- Certificated Postions	4,927	4,869	30,342	30,284	54,750
3302 - OASDI/Medicare- Classified Postions	14,769	14,637	90,251	90,120	157,738
3401 - Health & Welfare Benefits, Certificated Positions	28,024	28,867	223,572	224,416	330,227

Community Montessori As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
3402 - Health & Welfare Benefits, Classified Positions	19,948	20,652	148,202	148,907	222,982
3501 - SUI- Certificated Positions	2,535	2,456	5,771	5,693	7,961
3502 - SUI- Classified Postions	2,383	2,303	5,438	5,358	9,956
3601 - Workers Comp - Certificated	2,185	2,038	13,621	13,474	21,855
3602 - Workers Comp - Classified	1,310	1,176	8,149	8,015	12,603
Employee Benefits	\$ 150,507	\$ 152,425	\$ 989,338	\$ 991,262	\$ 1,648,944
4100 - Approved Textbooks and Core Curricula Materials	191	133	26,581	26,523	35,000
4205- Subscriptions	220	143	2,539	2,461	5,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	-	1,209	51,624	52,834	65,000
4325 - Instructional Materials	477	5,189	26,395	31,108	65,000
4330 - Supplies	5,527	9,866	65,381	69,722	120,000
4352 - Staff Meetings	-	129	13,657	13,785	17,500
4353 - Testing Materials	886	337	4,976	4,427	20,000
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	-	-	-	-	12,000
4400 - Noncapitalized Expenditures	-	-	801	801	15,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	-	-	599	599	10,000
4433 - Administrative Technology	-	-	72,054	72,054	75,000
4700 - Food	11,346	11,717	65,624	65,995	165,000
Books and Supplies	\$ 18,648	\$ 28,723	\$ 330,232	\$ 340,309	\$ 605,000
5103 - Learning Center Instructor	2,340	4,635	16,750	19,045	40,000
5104 - Shredding	158	163	621	627	1,200
5105 - Educational Units (EU's)	-	-	-	-	-
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5125 - Student Memberships	-	-	-	-	-
5200 - Travel and Conferences	310	717	11,983	12,390	20,000
5300 - Dues and Memberships	-	-	155	155	250
5305- Dues and Memberships Professional	915	1,331	22,244	22,659	25,000
5400 - Insurance	4,713	750	140,881	136,918	150,000
5500 - Operations and Housekeeping	835	-	2,808	1,974	15,000
5510 - Electricty	6,229	5,129	48,428	47,329	70,000
5515 - Janitorial Services/Gardening	605	2,790	12,586	14,772	30,000
5520 - Alarm Services	69	1,726	6,267	7,924	12,500
5525 - Trash	1,483	1,245	8,426	8,187	13,500
5530 - Water	3,663	2,971	17,927	17,236	30,000
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	-	1,346	3,666	5,011	15,000
5610 - Facility Leases	69,455	68,515	537,450	536,511	793,100
5615 - Repairs and Maintenance Building	1,308	1,158	26,512	26,362	30,000
5617 - Equipment Maintenance Contracts & License Fees	2,518	4,070	143,006	144,557	156,875
5618 - Repair & Maintenance - Auto	-	-	173	174	3,000
5800 - Professional/Consulting Services	9,738	10,000	105,839	106,101	160,000
5804 - Board Reimbursement	120	(120)	1,020	780	3,960
5805 - Administrative Fee	-	-	-	-	-
5808 - Property Tax	-	-	1,525	1,525	1,605
5809 - Banking Fees	150	22	664	536	500
5843 - Interest Expense	3,993	4,567	28,570	29,142	48,000
5824 - District Oversight Fees	-	-	-	-	94,767
5830 - Fieldtrips	21,637	25,863	58,249	62,476	220,410
5839 - Fundraising	-	-	5,803	5,803	12,500
5845 - Legal Fees	7,736	384	33,790	26,438	40,000
5851 - Marketing and Student Recruitment	495	83	1,301	889	10,500

Community Montessori As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
5860 - Printing and Delivery	-	3,779	1,519	5,298	10,000
5863 - Professional Development	3,100	3,243	33,971	34,115	75,000
5869 - Special Education Services	15,060	18,936	62,595	66,470	200,000
5887 - IT Consultants	-	-	-	-	-
5905 - Cell Service	1,531	2,075	13,659	14,203	22,500
5910 - Internet	236	4,065	19,319	23,148	50,000
5915 - Postage	-	300	721	1,022	2,500
5920 - Telephone	808	896	4,716	4,804	12,500
Services and Other Operating Expenses	\$ 159,204	\$ 170,639	1,373,147	\$ 1,384,581	\$ 2,370,167
6000 - Capital Outlay	30,480	-	232,455	201,975	282,100
6900 - Depreciation	-	-	-	-	\$ 180,000
Capital Outlay	\$ 30,480	\$ -	\$ 232,455	\$ 201,975	\$ 462,100
Total Expenditure	\$ 900,806	\$ 900,424	\$ 6,306,600	\$ 6,306,225	\$ 11,028,153
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 135,307	\$ 171,248	\$ (182,981)	\$ (147,946)	\$ 184,206
Fund Balance, Beginning of year	\$ 5,898,502	\$ 5,897,596	\$ 6,216,790	\$ 6,216,790	\$ 6,216,790
Fund Balance, End of Period	\$ 6,033,809	\$ 6,068,844	\$ 6,033,809	\$ 6,068,844	\$ 6,400,996

Community Montessori
As of January 31, 2026

		2025/2026 Actual & Forecast											
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast
Beginning Cash		2,029,023	2,533,470	2,548,446	2,566,851	2,789,770	2,807,627	2,968,149	3,102,862	3,182,699	3,302,500	3,350,470	3,375,122
Revenue													
General Block Grant		464,543	464,543	875,403	836,179	836,179	875,402	836,179	810,015	849,451	810,015	810,015	881,501
Federal Income		-	-	-	-	7,048	15,173	-	5,390	5,390	5,390	5,390	132,316
Other State Income		34,700	62,647	62,672	232,130	62,897	83,500	189,720	82,923	138,909	136,684	76,742	203,555
Local Revenues		19,896	8,653	43,356	40,279	7,118	55,184	10,214	47,225	18,202	10,716	-	10,102
Total Revenue		519,139	535,844	981,431	1,108,589	913,243	1,029,259	1,036,114	945,553	1,011,952	962,805	892,147	1,227,474
Expenses													
Compensation & Benefits		209,199	650,854	759,185	705,961	656,948	696,146	692,474	654,769	697,960	688,574	685,625	587,684
Books & Supplies		126,322	36,431	23,788	69,036	29,544	26,463	18,648	28,596	42,444	34,444	34,444	39,717
Services & Other Operating Expenses		357,471	179,192	197,060	172,388	163,591	144,241	159,204	169,501	138,897	178,967	134,576	224,254
Capital Outlay		173,450	28,525	-	-	-	-	30,480	-	-	-	-	180,000
Total Expenses		866,441	895,002	980,033	947,385	850,083	866,849	900,806	852,866	879,301	901,985	854,645	1,031,655
Operating Cash Inflow (Outflow)		(347,302)	(359,159)	1,399	161,204	63,159	162,410	135,307	92,687	132,651	60,820	37,502	195,819
Accounts Receivable		1,066,906	127,933	-	69,926	-	-	-	-	-	-	-	-
Other Current Assets		182,030	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable		(1,407)	444	(23)	14	(37)	(938)	930	-	-	-	-	-
Fixed Asset		-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities		(382,423)	259,027	30,346	5,272	(31,852)	12,638	11,985	-	-	-	-	-
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities		(13,357)	(13,268)	(13,316)	(13,497)	(13,412)	(13,588)	(13,509)	(12,850)	(12,850)	(12,850)	(12,850)	(12,850)
Ending Cash		2,533,470	2,548,446	2,566,851	2,789,770	2,807,627	2,968,149	3,102,862	3,182,699	3,302,500	3,350,470	3,375,122	3,558,091

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>;62; Account Code
Expression: ([Fund] = '62') ; Balance Date: 01/31/2026; Detail: No

Description	Total
9110-7638 - Cash In Treasury	\$ 2,829,390.83
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 128.09
9124-4018 - Cash In Bank - Wells Fargo Operating	\$ 273,186.14
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash In Bank - Wells Fargo Sweep	\$ -
9191 - Due to / from - Dehesa	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ 10,845.00
9233- AR Lottery	\$ -
9239- Special Education	\$ -
9240- AR - State Aid	\$ -
9246- AR Special Education (State)	\$ -
9253- AR - ASAP	\$ -
9260- Miscellaneous	\$ -
9330 - Prepaid Expenditures	\$ -
9340 - Other Current Assets	\$ -
9410 - Land	\$ 2,100,000.00
9420 - Improvement of Site	\$ 393,486.75
9425 - Accumulated Depreciation - Site	\$ (140,100.74)
9430 - Buildings	\$ 3,404,786.30
9436 - Accumulated Depreciation - Building Improvements	\$ (1,314,143.46)
9440 - Equipment	\$ 232,301.22
9445 - Accumulated Depreciation- Equipment	\$ (105,664.80)
9360 - Other Assets Deposits	\$ 35,758.02
9371 - Right of Use Asset Operating	\$ 4,517,739.00
9372 - Right of Use Asset Operating Accumulated Depreciation	\$ (1,596,628.00)
Subtotal of Account Group: Assets	\$ 10,641,084.35
9500 - Accounts Payable	\$ 15,091.35
9501- Accrued Accounts Payable	\$ -
9512- District PY Property Tax Adjustment	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing	\$ 2,799.81
9515 - Ramp EEI	\$ (1,060.78)
9515 - CCSB-Ramp	\$ 978.43
9520 - Met Legal	\$ (45.43)
9522 - Group Life Insurance	\$ (1,380.64)
9523 - Voluntary Benefits	\$ 1,143.04
9525 - FSA	\$ 1,024.10
9526 - Cobra	\$ -
9540 - Payroll Taxes Liability	\$ 53,295.55
9555 - STRS Liability	\$ 104,055.21
9570 - Wages Payable	\$ 193,355.06
9572 - Accrued PTO/Vacation	\$ 138,836.63
9580 - 403B	\$ 13,715.52
9585 - Training	\$ 6,257.46
9622 - Due to (From) DCS	\$ -
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 3,027,882.00
9655 - Deferred Rent	\$ -
9669 - Wells Fargo Mortgage	\$ 1,064,593.08
APSB - AP Balancing	\$ (13,108.10)
Subtotal of Account Type: Liability	\$ 4,607,432.29
9760 - Fund Balance	\$ 6,216,790.44
Net Increase/Decrease	\$ (183,138.38)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 6,033,652.06
Subtotal of Account Group: Liabilities/Fund Balance	\$ 10,641,084.35

February 27, 2026
**DIMENSIONS COLLABORATIVE
SCHOOL**
January 2026 Financials

CONTENTS

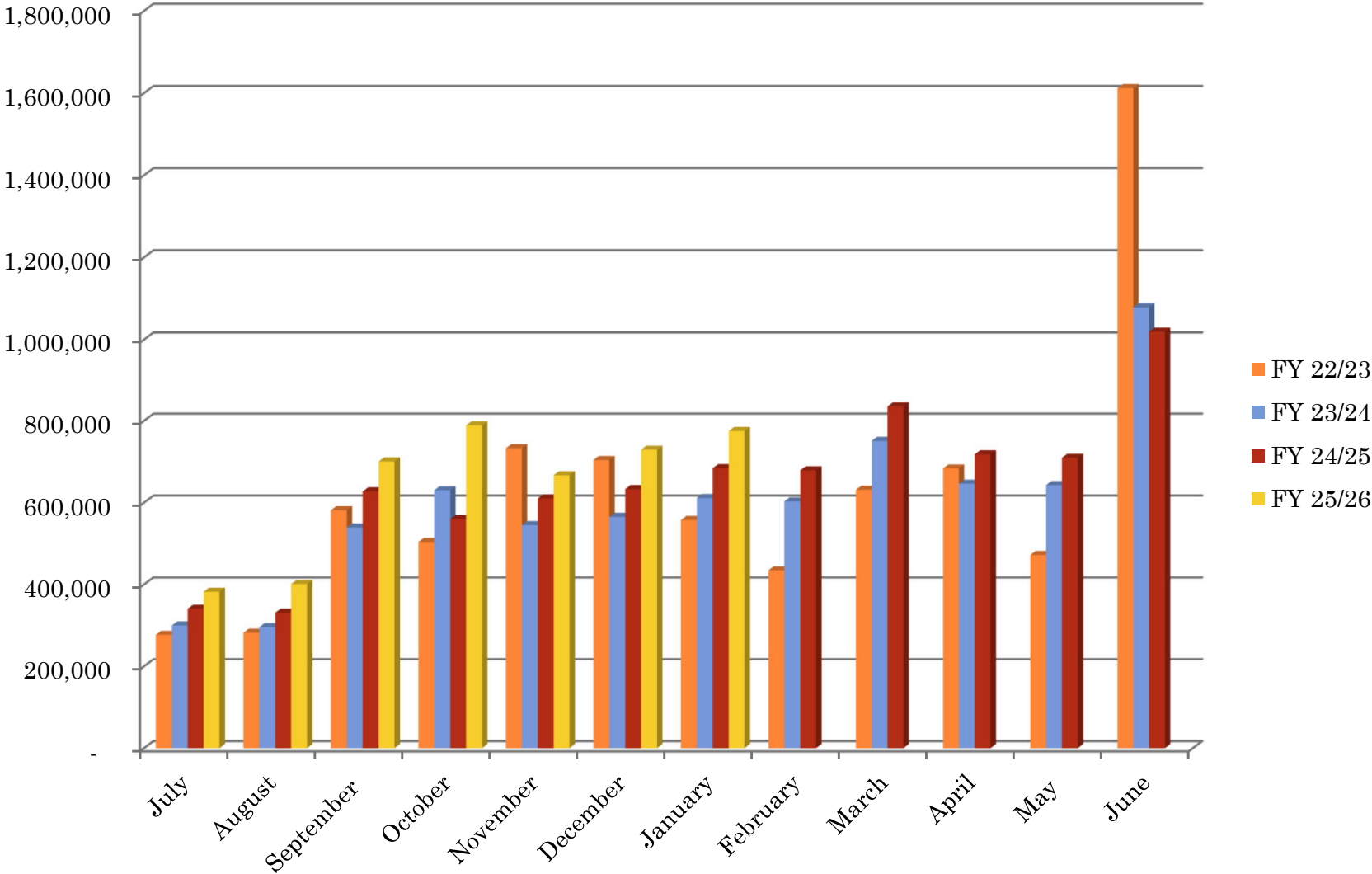
- FY 25-26 January Financials

FY 25-26 FINANCIALS

○ REVENUE

- Revenue received was \$17,225 more than was forecasted
 - \$0 – General Block Grant
 - On budget
 - \$16,931 – Other State Income
 - Lottery revenue was higher than projected for the month
 - (\$2,307) – Federal Income
 - Federal school nutrition revenue was not deposited in January
 - Deposit in February
 - \$2,601 – Local Income
 - Interest revenue was higher than projected for the month

DCS REVENUE YEAR OVER YEAR

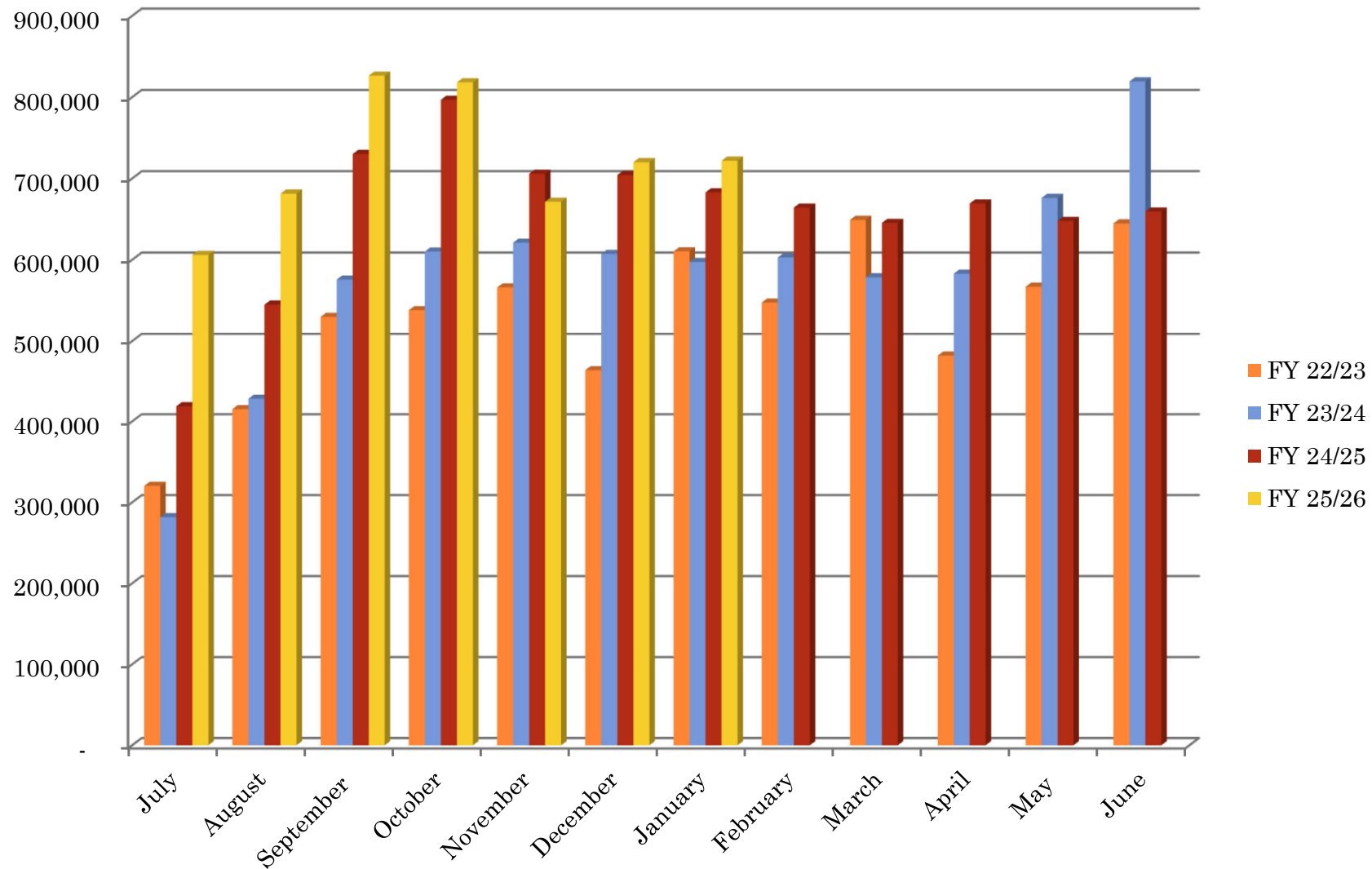


FY 25-26 FINANCIALS

○ EXPENSES

- Expenditures were (\$31,917) more than forecasted
 - \$1,592 – Certificated Employees
 - On budget
 - \$1,184 – Classified Employees
 - On budget
 - (\$1,176) – Employee Benefits
 - On budget
 - (\$14,500) – Books and Supplies
 - Approved textbook costs were higher than projected for the month
 - Amazon, Oak Meadow and Savvas Learning Company
 - Instructional material costs were higher than projected for the month
 - Amazon
 - (\$19,016) – Services and Other Operating Expenses
 - Special Education Services higher than projected for the month
 - Institute for Effective Education – 2 months of payments
 - \$0 – Capital Outlay
 - On budget

DCS EXPENDITURES YEAR OVER YEAR



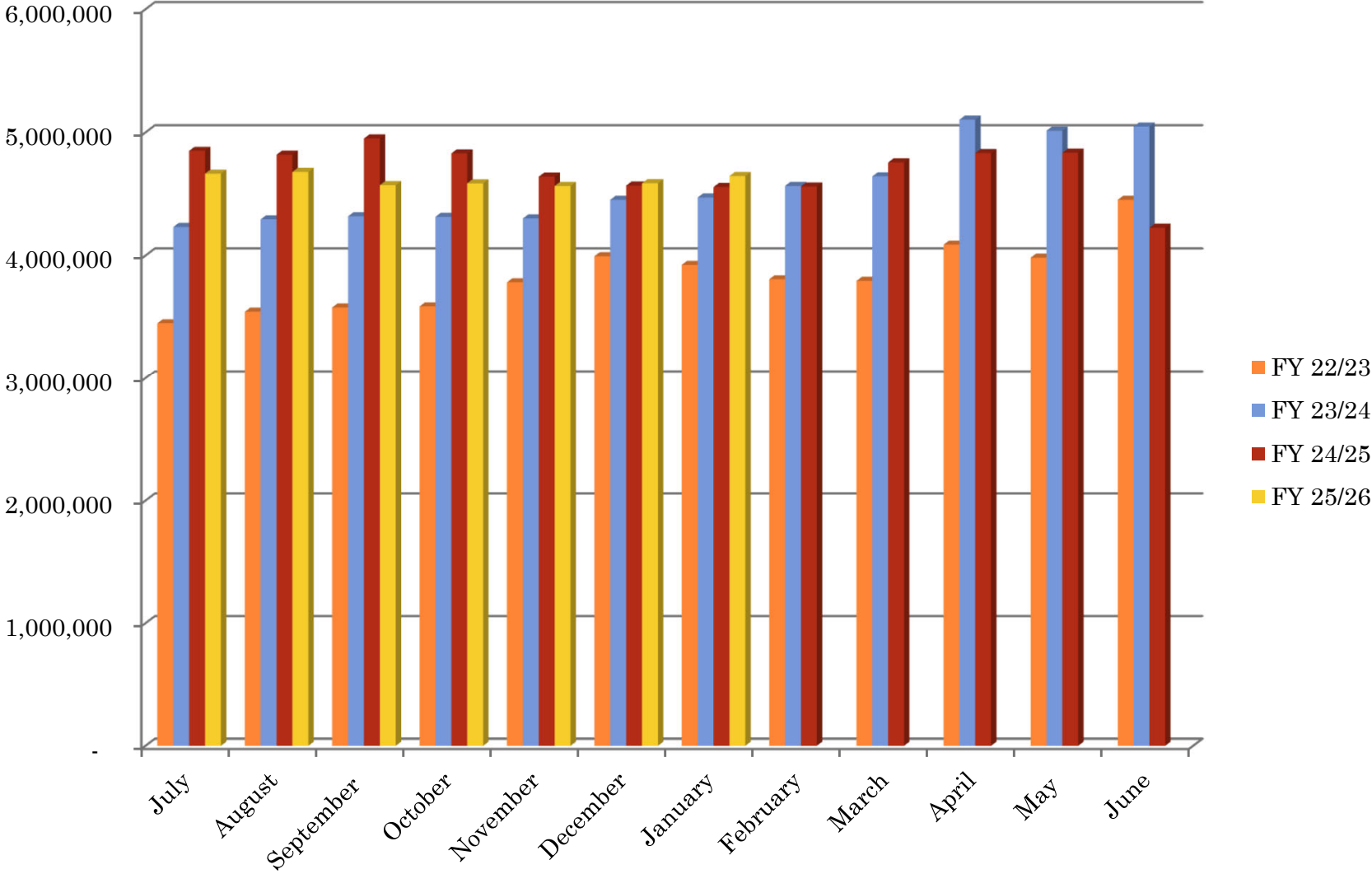
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 58 percent through the fiscal year**
 - Certificated Salaries are at 57 percent of budget
 - Classified Salaries are at 63 percent of budget
 - Employee Benefits are at 60 percent of budget
 - Books and Supplies are at 72 percent of budget
 - Services and Other Operating expenses are at 68 percent of budget
 - Capital Outlay expenses are at 0 percent of budget
 - Total Expenses are at 61 percent of budget

CASH FORECAST

- DCS started off January 2026 with \$4,587,232 in cash
 - DCS received \$58,128 more in cash than they spent in the month of January
 - DCS ended the month of January 2026 with \$4,645,360 in cash
 - \$1,719,484 of which is reserved for economic uncertainties
 - \$2,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$925,876 of which has no designations. This represents undesignated cash reserves of 11% (*4% or \$69,000 whichever is greater – minimum*)

DCS CASH YEAR OVER YEAR



Dimensions Collaborative School As of January 31, 2026	January Actuals	January Budget	Variance	YTD Actuals	YTD Budget	Budget
REVENUE						
General Block Grant	620,840	620,840	-	3,848,997	3,848,997	6,501,238
Other State Income	142,614	125,683	16,931	510,343	493,312	835,660
Federal Income	-	2,307	(2,307)	10,050	12,357	100,277
Local Revenue	11,560	8,959	2,601	75,658	73,057	86,800
Total Revenue	\$ 775,014	\$ 757,789	\$ 17,225	\$ 4,445,048	\$ 4,427,723	\$ 7,523,975
EXPENSES						
Certificated Employees	310,863	312,455	1,592	1,876,508	1,878,100	3,278,667
Classified Employees	98,015	99,199	1,184	642,377	643,559	1,018,150
Employee Benefits	120,736	119,560	(1,176)	808,486	807,312	1,337,268
Books and Supplies	45,182	30,682	(14,500)	555,294	540,794	773,000
Services and Other Operating Expenses	147,076	128,060	(19,016)	1,162,665	1,143,649	1,697,359
Capital Outlay/Depreciation	-	-	-	-	-	145,000
Other Outflows	-	-	-	-	-	-
Total Expenditure	\$ 721,873	\$ 689,956	\$ (31,917)	\$ 5,045,329	\$ 5,013,414	\$ 8,249,444
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 53,141	\$ 67,833	\$ (14,692)	\$ (600,282)	\$ (585,691)	\$ (725,469)
Fund Balance, Beginning of Period	\$ 4,379,863	\$ 4,379,762		\$ 5,033,286	\$ 5,033,286	\$ 4,923,660
Fund Balance, End of year	\$ 4,433,004	\$ 4,447,595		\$ 4,433,004	\$ 4,447,595	\$ 4,198,191

Dimensions Collaborative School As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
REVENUE					
8012 - Education Protection Account	-	-	54,973	54,973	103,292
8011 - Charter School General Purpose Aid	620,840	620,840	3,794,024	3,794,024	6,012,143
8096 - In Lieu of Property Taxes	-	-	-	-	385,803
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-
General Block Grant	\$ 620,840	\$ 620,840	\$ 3,848,997	\$ 3,848,997	\$ 6,501,238
8019 - Prior Year Revenue not Accrued	-	-	-	-	-
8311 - Other State Apportionments	87,128	86,832	266,060	265,665	474,363
8319 - Other State Apportionments - Prior Years	-	-	(9,630)	(9,630)	(9,630)
8520 - State School Lunch	-	-	7,032	7,032	38,131
8550 - Mandated Cost Reimbursement	-	-	16,655	16,655	16,655
8560 - State Lottery Revenue	55,486	38,851	55,486	38,851	141,141
8590 - All Other State Revenue	-	-	174,739	174,739	175,000
Other State Income	\$ 142,614	\$ 125,683	\$ 510,343	\$ 493,312	\$ 835,660
8182 - Special Education Reimbursement	-	-	5,942	5,942	79,514
8220 - Federal School Lunch	-	2,307	4,108	6,415	20,763
8297 - Prior Year Federal - Not Accrued	-	-	-	-	-
8290 - Other Federal Revenue	-	-	-	-	-
Federal Income	\$ -	\$ 2,307	\$ 10,050	\$ 12,357	\$ 100,277
8639 - Sales	-	-	404	404	3,500
8650 - Leases and Rentals	-	-	-	-	-
8660 - Interest	11,560	8,959	56,703	54,101	73,125
8699 - All Other Local Revenue	-	-	-	-	-
8701 - Student Fees	-	-	-	-	175
8781 - All Other Transfers from Districts or Charter Schools	-	-	-	-	-
8797 - All Other Financing Sources	-	-	-	-	-
8803 - Fundraising	-	-	18,552	18,552	10,000
8999 - Uncategorized Revenue	-	-	-	-	-
Local Revenue	\$ 11,560	\$ 8,959	\$ 75,658	\$ 73,057	\$ 86,800
Total Revenue	\$ 775,014	\$ 757,789	\$ 4,445,048	\$ 4,427,723	\$ 7,523,975
EXPENSES					
1100 - Teachers Salaries	259,410	259,573	1,548,080	1,548,243	2,702,977
1101 - Teacher Stipends	3,300	3,600	19,709	20,009	34,000
1200 - Certified Pupil Support Salaries	12,573	12,375	75,216	75,018	131,339
1300 - Certificated Supervisors and Administrators Salaries	35,581	36,907	233,504	234,830	410,351
Certificated Employees	\$ 310,863	\$ 312,455	\$ 1,876,508	\$ 1,878,100	\$ 3,278,667
2100 - Instructional Aide Salaries	15,520	16,254	94,158	94,891	159,021
2200 - Classified Support Salaries	19,677	19,346	120,384	120,053	194,298
2300 - Classified Supervisors and Administrators Salaries	23,680	23,680	175,342	175,340	269,925
2400 - Clerical, Technical and Office Staff Salaries	35,218	35,830	224,802	225,414	353,492
2900 - Classified Other Salaries	-	-	-	-	-
2930 - Maintenance and Grounds	3,920	4,089	27,691	27,861	41,414
Classified Employees	\$ 98,015	\$ 99,199	\$ 642,377	\$ 643,559	\$ 1,018,150
3101 - CalSTRS	58,729	59,679	352,129	353,077	626,225
3202 - 403B/457/401A Employer Contribution	5,688	5,484	37,648	37,444	64,290
3301 - OASDI/Medicare- Certificated Postions	4,328	4,304	26,473	26,449	48,360
3302 - OASDI/Medicare- Classified Postions	7,205	6,883	45,767	45,445	86,124
3401 - Health & Welfare Benefits, Certificated Positions	29,204	28,826	256,059	255,681	372,833
3402 - Health & Welfare Benefits, Classified Positions	9,927	8,663	66,795	65,531	100,958
3501 - SUI- Certificated Positions	2,014	2,342	4,702	5,030	6,452
3502 - SUI- Classified Postions	1,017	736	2,733	2,452	4,327
3503 - Employer Other - Certificated	-	-	-	-	-

Dimensions Collaborative School As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
3504 - Employer Other - Classified	-	-	-	-	-
3601 - Workers Comp - Certificated	1,978	1,968	11,985	11,977	20,026
3602 - Workers Comp - Classified	646	675	4,197	4,226	7,673
Employee Benefits	\$ 120,736	\$ 119,560	\$ 808,486	\$ 807,312	\$ 1,337,268
4100 - Approved Textbooks and Core Curricula Materials	12,978	5,709	134,305	127,037	130,000
4105 - Digital Text Books	-	-	-	-	-
4205- Subscriptions	454	227	4,210	3,983	7,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	5,074	6,997	84,477	86,401	130,000
4325 - Instructional Materials	19,384	7,051	191,967	179,632	245,000
4330 - Supplies	3,081	4,749	42,202	43,871	72,500
4352 - Staff Meetings	-	93	10,080	10,173	15,000
4353 - Testing Materials	616	206	6,046	5,637	12,500
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	-	-	2,750	2,750	20,500
4400 - Noncapitalized Expenditures	-	-	1,731	1,731	10,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	906	4,254	3,619	6,967	15,000
4433 - Administrative Technology	-	-	60,358	60,357	65,000
4700 - Food	2,689	1,396	13,549	12,255	50,000
Books and Supplies	\$ 45,182	\$ 30,682	\$ 555,294	\$ 540,794	\$ 773,000
5103 - Resource Center Instructor	-	-	-	-	10,000
5104 - Shredding	110	100	432	422	750
5105 - Educational Units (EU's)	27,654	30,618	154,490	157,454	200,000
5108 - Student Memberships	-	36	12,408	12,445	15,000
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5200 - Travel and Conferences	236	402	10,039	10,204	15,000
5300 - Dues and Memberships	-	180	188	368	2,500
5305 - Dues and Memberships Professional	636	806	18,358	18,528	20,000
5400 - Insurance	3,080	(681)	95,815	92,055	101,312
5500 - Operations and Housekeeping	-	6	1,010	1,016	5,000
5510 - Electricity	2,869	4,412	20,968	22,510	40,000
5515 - Janitorial & Gardening Services	169	208	1,573	1,612	5,900
5520 - Alarm Services	404	175	1,624	1,396	5,000
5525 - Trash	164	-	164	-	750
5530 - Water	86	162	354	430	1,750
5808 - Property Tax	-	-	-	-	-
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	-	811	2,263	3,075	10,000
5610 - Facility Leases	45,411	45,488	364,413	364,490	581,920
5615 - Repairs and Maintenance Building	3,529	1,029	10,262	7,762	20,000
5617 - Equipment Maintenance Contracts & License Fees	742	1,614	151,475	152,347	155,975
5618 - Repairs & Maintenance - Auto	28	-	149	120	3,000
5800 - Professional/Consulting Services	8,771	14,323	95,956	101,508	120,000
5804 - Board Reimbursement	120	(120)	1,020	780	3,960
5805 - Management Fee	-	-	-	-	-
5809 - Banking Fees	424	306	2,690	2,572	3,600
5887 - ITConsultants	-	-	-	-	-
5821 - Interest Expense	-	-	-	-	-
5824 - District Oversight Fees	-	-	-	-	65,012
5830 - Fieldtrips	280	-	22,543	22,263	60,000
5839 - Fundraising	-	-	-	-	2,500
5843 - Interest	-	-	-	-	100
5845 - Legal Fees	5,376	236	23,481	18,340	20,000
5851 - Marketing and Student Recruitment	6,377	663	24,490	18,776	20,500
5860 - Printing and Delivery	-	2,316	1,656	3,973	7,500

Dimensions Collaborative School As of January 31, 2026	January Actuals	January Budget	YTD Actuals	YTD Budget	Budget
5863 - Professional Development	-	3,913	11,919	15,831	25,000
5869 - Special Education Services	37,698	15,558	102,720	80,581	102,055
5905 - Cell Service	1,028	1,421	10,700	11,092	17,500
5910 - Internet	1,478	3,247	16,072	17,841	45,000
5915 - Postage	-	207	555	762	1,775
5920 - Telephone	406	624	2,877	3,096	9,000
Services and Other Operating Expenses	\$ 147,076	\$ 128,060	1,162,665	\$ 1,143,649	\$ 1,697,359
6000 - Capital Outlay	-	-	-	-	100,000
6900 - Depreciation	-	-	-	-	45,000
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ 145,000
7000 - Other Outflows	-	-	-	-	-
Other Outflows	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditure	\$ 721,873	\$ 689,956	\$ 5,045,329	\$ 5,013,414	\$ 8,249,444
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ 53,141	\$ 67,833	\$ (600,282)	\$ (585,691)	\$ (725,469)
Fund Balance, Beginning of year	\$ 4,379,863	\$ 4,379,762	\$ 5,033,286	\$ 5,033,286	\$ 5,033,286
Fund Balance, End of Period	\$ 4,433,004	\$ 4,447,595	\$ 4,433,004	\$ 4,447,595	\$ 4,307,817

Dimensions Collaborative School
As of January 31, 2026

2025/26 Actual & Forecast											
Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast
4,225,939	4,665,244	4,679,235	4,571,485	4,586,872	4,564,836	4,587,232	4,645,360	4,697,440	4,813,818	4,859,490	4,922,825
344,912	344,912	648,327	620,840	620,840	648,326	620,840	660,543	690,285	660,543	660,543	664,266
-	-	-	-	2,229	7,821	-	2,307	2,307	2,307	2,307	60,190
24,120	47,044	43,564	163,017	42,769	47,214	142,614	44,289	74,613	41,405	41,405	90,977
13,379	9,234	8,715	5,310	1,283	26,177	11,560	9,127	11,867	6,549	2,647	-
382,411	401,190	700,606	789,167	667,122	729,537	775,014	716,266	779,072	710,804	706,902	815,433
171,992	488,910	575,462	531,941	502,135	527,315	529,615	491,970	512,723	512,723	496,059	507,882
115,220	83,476	116,899	140,382	32,228	21,905	45,182	41,274	38,596	35,817	34,103	32,920
318,747	108,986	134,127	145,888	137,082	170,759	147,076	130,942	111,375	116,592	113,405	137,273
-	-	-	-	-	-	-	-	-	-	-	45,000
-	-	-	-	-	-	-	-	-	-	-	-
605,959	681,372	826,487	818,212	671,446	719,980	721,873	664,186	662,694	665,132	643,567	723,075
(223,548)	(280,182)	(125,882)	(29,044)	(4,323)	9,557	53,141	52,080	116,378	45,672	63,335	92,358
809,573	80,894	-	40,711	-	-	-	-	-	-	-	-
167,258	-	-	-	-	-	-	-	-	-	-	-
(3,613)	1,052	(2,751)	(4,516)	20	36	635	-	-	-	-	-
(310,365)	212,227	20,883	8,236	(17,733)	12,803	4,351	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
4,665,244	4,679,235	4,571,485	4,586,872	4,564,836	4,587,232	4,645,360	4,697,440	4,813,818	4,859,490	4,922,825	5,015,183

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code
Expression: ([Fund] = '62') ; Balance Date: 01/31/2026; Detail: No

Description	Total
9110-7639 - Cash In Treasury	\$ 2,831,190.89
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 2,554.73
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash in Bank - Wells Fargo Sweep	\$ 2,093,537.14
9124-4018 - Cash in Bank - Wells Fargo Operating	\$ (281,922.78)
9191 - Due to / from - Community Montessori	\$ -
9210- AR PCSGP Grant	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ -
9233- AR Lottery	\$ -
9239- AR Special Education	\$ -
9246- AR Child Nutrition (State)	\$ -
9253- AR ASAP	\$ -
9260- AR Misc	\$ -
9312 - Due from CM	\$ -
9330- Prepaid Expenditures	\$ -
9340- Due from US Bank	\$ -
9420 - Land Improvement	\$ 38,879.18
9425 - Accumulated Depreciation - Land Improvements	\$ (5,950.86)
9430 - Buildings	\$ 369,786.16
9436 - Accumulated Depreciation - Buildings	\$ (300,718.88)
9440 - Equipment	\$ 517,782.62
9445 - Accumulated Depreciation- Equipment	\$ (443,583.52)
9360 - Other Assets Deposits	\$ 96,961.73
9371 - Right of Use Asset Operating	\$ 2,632,079.00
9372 - Right of Use Asset Operating Accumulated Amortization	\$ (1,358,845.00)
Subtotal of Account Group: Assets	\$ 6,191,750.41
9500 - Accounts Payable	\$ 125,631.65
9501- Accrued Accounts Payable	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing Fee	\$ 2,077.87
9515 - Ramp EEI	\$ (554.14)
9515 - CCSB-Ramp	\$ 542.25
9520 - Met Legal	\$ (21.77)
9522 - Group Life Insurance	\$ 8.51
9523 - Voluntary Benefits	\$ 327.21
9525 - FSA	\$ 2,135.55
9540 - Payroll Taxes Liability	\$ 37,234.70
9555 - STRS Liability	\$ 94,109.80
9570 - Wages Payable	\$ 142,881.52
9572 - Accrued PTO/Vacation	\$ 105,696.34
9580 - 403B	\$ 10,098.23
9585 - Training	\$ 2,657.90
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 1,359,841.00
9650 - Deferred Revenue	\$ -
9655 - Deferred Rent	\$ -
9669 - Other General Long Term Debt	\$ -
APSB - AP Balancing	\$ (123,920.53)
Subtotal of Account Type: Liability	\$ 1,758,746.09
9760 - Fund Balance, unreserved	\$ 5,033,285.83
Net Increase/Decrease	\$ (600,281.51)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 4,433,004.32
Subtotal of Account Group: Liabilities/Fund Balance	\$ 6,191,750.41

Coversheet

2026-2027 Element Education Calendar

Section:	XI. Discussion Items
Item:	A. 2026-2027 Element Education Calendar
Purpose:	Discuss
Submitted by:	Terri Novacek
Related Material:	2026-2027 Element Education Calendar.pdf

Element Education, Inc.

2026-2027 Calendar

			Mon	Tues	Wed	Thurs	Fri	Board Meeting 7/24/26						
2026-2027									Office Closed for Summer Break 6/29-7/3					
			27		28		29		30		31		All Staff Return 8/3; Prof. Learning & Mtg Prep 8/3-8/4 (8-4) New Hire Orient. 8/4; Vector Training 8/4; All Staff Kick Off 8/5 Initial Parent Mtgs 8/6-8/7;	
				3	4		5		6		7			
MONTH 1 16 days	August/ September		10		11		12		13	14			Initial Parent Mtgs 8/10-8/13 iReady Diag. Open 8/14; ISC Due 8/14; First Day of School 8/14	
		17		18		19		20		21			CPR Training TBD 8/17 Homeschool Week (CM & DCS) 8/17-8/21 Instructional Prep 8/17-8/21; PD Training 8/19-8/20	
		24		25		26		27		28			8/24 CM LCs Begin	
		31		1		2		3			4	DCS Offerings Begin 8/31		
MONTH 2 19 days	September / October	7		8		9		10		11			iReady Diag. Closes 9/11 Membership/Subscription Deadline 9/11	
		14		15		16		17		(all Element) 18	LP 1 Calendars & Attn Due 9/18; Community Learning Drop/Add 9/18			
		21		22		23		24		25				
		28		29		30		1		2			CM Student Conferences 9/30-10/2; CM ½ days 9/30-10/1	
MONTH 3 20 days	October	5		6		7		8		(Leader Lab) 9				
		12		13		14		15		(School) 16			LP 2 Calendars & Attn Due 10/16	
		19		20		21		22		23			High School Drop/Add Deadline 10/23	
		26		27		28		29		30			Fall Ordering and Vendor Deadline 10/30	
MONTH 4 14 days	November	2		3		4		5		6				
		9		10		11		12		(School) 13			Veterans Day 11/11	
		16		17		18		19		20			LP 3 Calendars & Attn Due 11/13	
		23		24		25		26		27			Fall Break 11/23-11/27	
MONTH 5 15 days	December	30		1		2		3		4				
			7		8		9		10		11			
		14		15		16		17				18	LP 4 Calendars & Attn Due 12/18 All Element Winter Meeting & Event 12/18 End of First Semester 12/18; DCS Spring ISC Due MS/HS 12/18	
		21		22		23		24		25			Winter Break 12/21-1/1	
2027			28		29		30		31		1			
MONTH 6 19 days	January	4		5		6		7			(Leader Lab) 8	No DCS LC Classes 1/4-1/8; Start of Second Semester ¼ Winter iReady Diag 1/4-1/15		
		11		12		13		14		15				
		18		19		20		21		(All Element) 22			LP 5 All Records & Attn Due 1/22; MLK Day 1/18	
		25		26		27		28		29				
MONTH 7 14 days	February	1		2		3		4				5		
		8		9		10		11			(school) 12	LP 6 Calendars & Attn Due 2/12 Community Learning. Drop/Add 2/12; Non-Instr. Day 2/12		
		15		16		17		18		19			Presidents Week 2/15-2/19	
		22		23		24		25		26				
MONTH 8 19 days	March	1		2		3		4		5			CM ½ days 3/3-3/4; CM Student Conferences 3/3-3/5	
		8		9		10		11		(School) 12			LP 7 Calendars & Attn Due 3/12	
		15		16		17		18		19			CM New Family Orientation 3/19	
		22		23		24		25			26	High School Drop/Add Deadline 3/26; Non-Instr. Day 3/26		
			29		30		31		1		2			Spring Break 3/29-4/2
MONTH 9 20 days	April	5		6		7		8		(Leader Lab) 9			Spring Ordering and Vendor Deadline 4/9	
		12		13		14		15		(School) 16			LP 8 Calendars & Attn Due 4/16	
		19		20		21		22		23				
		26		27		28		29			30	ODP Ordering Deadline 4/30		
MONTH 10 19 days	May	3		4		5		6			7			
		10		11		12		13		14			LP 9 Calendars & Attn Due 5/14	
		17		18		19		20		21				
		24		25		26		27		28			Sr. Meeting Day 5/26; Last Day of School 5/27 CM Graduation 5/27; DCS Graduation 5/28	
	June	31		1		2			3	4			LP 10 All Records & Attn Due 6/1; Spring Grades Due 6/2 All Staff Year End Event 6/3; Summer Break Begins 6/4	
		7		8		9		10		11				
		14		15		16		17		18			Juneteenth Observed 6/18	
			21		22		23		24		25			
Staff Mtg* 8:30 a-3 p	PL and Prep	Holidays Important Dates	Gov. Board 11:30 a.m.	Leadership 8:00 a.m.-10:00 a.m.		Assistant Training 8:30-3:30		Advisory Council 11-Noon		Non-Instructional Day	Student Assessments	Initial Parent Meeting Week		

Element Admin Meets Weekly on Mondays at 11 a.m. Directors Meet on Mondays at 9:30 a.m.; DCS RM's meet on Monday at 1:30 p.m. Weekly regional meetings of ½ half hour to 1 hour TBD by regional teams; *Staff Meeting: Certificated Staff, Instructors, ASOs and Admin. Subject to at-will nature of employment.

Coversheet

2027-2028 Key Dates

Section:	XI. Discussion Items
Item:	B. 2027-2028 Key Dates
Purpose:	Discuss
Submitted by:	Terri Novacek
Related Material:	2027-2028 Key Dates.pdf



2027-2028 Key Dates

July 5-July 9	Office Closed – Summer Break
August 2	All Staff/New Hires Return
August 2	Kick Off
TBD After August 2	CPR/First Aid Training (TBD)
August 3	New Hire Orientation
August 3 & 4	Professional Learning (including Annual Online Training) and Meeting Prep
August 5-12	Initial Parent Meetings
August 13	First Day of School (Homeschool)
August 16-20	Homeschool Week (CM and DCS) and Instructional Prep
September 6	Labor Day Observance
September 10	Membership/Subscription Deadline
October 29	Fall Ordering and Vendor Deadline
November 11	Veterans Day Observance
November 22-26	Office Closed – Fall Break
December 17	All Staff Winter Event
December 20-31	Office Closed – Winter Break
January 17	Martin Luther King Day Observance
February 18	Non-Instructional Day
February 21-25	Office Closed – Presidents' Day Observance
March 24	Non-Instructional Day
March 27-31	Office Closed – Spring Break
April 5	Spring Ordering and Vendor Deadline
May 25	Last Day of School; CM Graduation
May 26	DCS Graduation
May 29	Memorial Day Observance
June 1	All Staff Year End Event
June 19	Juneteenth

Board Meetings 2027-2028

Date of Meeting	Key Reports/Action
July 23	Student Performance Report (I Ready); Executive Director Goals
August 27	Course Descriptions
September 24	Unaudited Actuals; Student Service Update (SPED Report and EL Report)
October 29	Student Performance Report (CAASPP); Advisory Council Report
December 3	Course Descriptions; Audit
January 28	Board Training; SARC Reports; LCAP Mid-year Report; Draft calendar and Key dates presented
February 18	Comprehensive Safety Plan; Final Calendar and Key Dates Approval; Advisory Council Report
March 24	Student Services Report (SPED and EL)
April 28	EF and Parent Handbook Revisions (discussion);
May 19	Draft budget; Advisory Council Report; LCAP Public Hearing and Dashboard Local Indicators; Exec Dir Performance and contract review; Annual Meeting Elections; Course Descriptions;
June 23	Final Budget; LCAP Approval; Employment Manual; Student Performance Report; Board Reorganization/Officer Elections

*Subject to at-will nature of employment.

Board Approved

Coversheet

Consideration of Agreement with Silva & Silva

Section: XII. Action Items-Element Education
Item: A. Consideration of Agreement with Silva & Silva
Purpose: Vote
Submitted by: Doug Miller
Related Material: 202608 Element Education Inc Eng letter 2026 and 27.pdf

BACKGROUND:

41020. (a) It is the intent of the Legislature to encourage sound fiscal management practices among local educational agencies for the most efficient and effective use of public funds for the education of children in California by strengthening fiscal accountability at the

school district, county, and state levels.

(b) (1) Not later than the first day of May of each fiscal year, each county superintendent of schools shall provide for an audit of all funds under his or her jurisdiction and control and the governing board of each local educational agency shall either provide for an audit of the books and accounts of the local educational agency, including an audit of income and expenditures by source of funds, or make arrangements with the county superintendent of schools having jurisdiction over the local educational agency to provide for that auditing.

RECOMMENDATION:

Silva & Silva have submitted a proposal to audit the financial condition of Element Education, Inc. Silva & Silva is a reputable CPA firm in California that has an in depth knowledge of charter schools and their operations and they performed the audit and tax return service for Element Education since FY 21/22.

Financial Impact: \$23,700.00 for Audit + \$2,150.00 for Tax Return + \$7,500.00 Single Audit (If required) + \$1,750.00 SFSAC filings (not required)

SILVA & SILVA

CERTIFIED PUBLIC ACCOUNTANTS



January 22, 2026

Doug Miller, Chief Business Officer
Element Education, Inc
1441 Montiel Road, Suite 143
Escondido, CA 92026

Dear Doug,

We are pleased to confirm our understanding of the services we are to provide for Element Education, Inc which operates Community Montessori Charter School [#1947] and Dimensions Collaborative Charter School [#1946] (the Charter Schools) for the years ending June 30, 2026, and 2027, respectively.

We will audit the financial statements of the Charter Schools which comprise the statement of financial position as of June 30, 2026 and 2027, respectively, and the related statements of activities, functional expenses and cash flows for the years ended June 30, 2026 and 2027, respectively, and the related notes to the financial statements. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole:

- 1) Schedule of Expenditures of Federal Awards, *if applicable*
- 2) Schedule of Average Daily Attendance
- 3) Schedule of Instructional Time
- 4) Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

We will also prepare the Charter Schools' Federal and State information returns for the June 30 year-end.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations; and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance),

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that: (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing and not to provide an opinion on the effectiveness of the Charter Schools' internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter Schools' internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Element Education, Inc.. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinions are other than unmodified, we will discuss the reasons with management in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

Audit Procedures - General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from: (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Charter Schools or to acts by management or employees acting on behalf of the Charter Schools. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will include such matters in the reports required for a Single Audit. Our responsibility as auditor is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Charter Schools' attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; Schedule of Expenditures of Federal Awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures - Internal Control

Our audit will include obtaining an understanding of the Charter Schools and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

Element Education, Inc.
Page 4

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Charter Schools' compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Charter Schools' major programs. The purpose of these procedures will be to express an opinion on the Charter Schools' compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will prepare the Charter Schools' federal and state information returns for the June 30 year end based on information provided by you. We will assist in preparing the financial statements, Schedule of Expenditures of Federal Awards, and related notes of the Charter Schools in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you. We will prepare the trial balance for use during the audit. Our preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will perform the services in accordance with applicable profession standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Annual Tax Return Preparation

We will prepare the Exempt Organizations Tax Form 990 and the corresponding State Returns – Form 199 from information you furnish to us and we may process them with an outside computer service. We will not audit or otherwise verify the data you submit, although, we may ask you to clarify some of the information.

It is your responsibility, to provide us with all the information required for preparing complete and accurate returns including but not limited to the auto, travel, entertainment, and related expenses and the required documents to support charitable contributions. If you have questions as to the type of records required, please ask us for advice in that regard. It is also your responsibility to carefully examine and approve your completed tax returns before signing and mailing them to the tax authorities. We are not responsible for the disallowance neither of doubtful deductions or inadequately supported documentation nor for resulting taxes, penalties, and interest.

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You should retain all the documents, canceled checks, and other data that form the basis of the returns. These may be necessary to prove the accuracy and completeness of the returns to a taxing authority.

We must receive all audit and tax information to prepare your return (as detailed above) no later than October 15. If, for some unforeseen reason, your data is not complete at that time, please submit whatever is ready. Be aware that if you submit your data later, it may be necessary to apply for an extension to file these returns. Ultimately, you may be subjected to late penalties on your June 30 year-end returns because of this delay.

We are responsible for preparing only the returns listed above. Our fee does not include responding to inquiries or examination by taxing authorities. However, we are available to represent you and our fees for such services are at our standard rates and would be covered under a separate agreement. Any proposed adjustments by the examining agent are subject to certain rights of appeal. In the event of such government tax examinations, we will be available upon request to represent you and will render additional invoices for the time and expenses incurred. Fees and services will be communicated in a separate engagement letter.

We will use our professional judgment in preparing your returns. Whenever we are aware that a possible applicable tax law is unclear or that there are conflicting interpretations of the law by authorities (e.g., tax agencies and courts), we will explain the possible positions that may be taken on your return. In accordance with our professional standards, we will follow whatever position you request on your return so long as it is consistent with the codes and regulations and interpretations that have been promulgated. When possible, we will resolve questions involving application of tax rules in your favor, if there is reasonable justification for doing so. If the Internal Revenue Service (IRS) should later contest the position taken, there may be an assessment of additional tax plus interest and penalties. We assume no liability for such additional penalties, interest, or assessments. Additional services will be subject to arrangements made in writing at the time requested.

As your CPA, we collect information provided by you from your tax information, worksheets, documents, and will developed as part of this engagement. We are required to keep all information about our engagement confidential, so we will not disclose any information about you unless we have your approval or are required/permitted by law. This applies even if you are no longer a client. As your CPA, we are committed to the safekeeping of your confidential information and we maintain physical, electronic, and procedural safeguards to protect your information. Federal law has extended the attorney-client privilege to some, but not all, communications between a client and the client's CPA. The privilege applies only to non-criminal tax matters that are before the IRS or brought by or against the U.S. Government in a Federal court. The communications must be made in connection with tax advice. Communications solely concerning the preparation of a tax return will not be privileged.

In addition, your confidentiality privilege can be inadvertently waived if you discuss the contents of any privileged communication with a third party, such as a lending institution, a friend, or a business associate. We recommend that you contact us before releasing any privileged information to a third party.

It is our firm's policy to retain copies of your tax returns for seven years, after which they will be destroyed. However, we do not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Silva & Silva CPA's shall be free to destroy our records related to this engagement.

Management Responsibilities

Management is responsible for: (1) establishing and maintaining effective internal controls, including internal controls over federal awards, and for evaluating and monitoring ongoing activities; to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; and for the preparation and fair presentation of the financial statements, Schedule of Expenditures of Federal Awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us, and for the accuracy and completeness of that information. You are also responsible for providing us with: (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) access to personnel, accounts, books, records, supporting documents, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Charter Schools involving: (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Charter Schools received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Charter Schools complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and to prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review a week prior to the report date.

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You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the Schedule of Expenditures of Federal Awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the Schedule of Expenditures of Federal Awards in any document that contains and indicates that we reported on the Schedule of Expenditures of Federal Awards. You also agree to include the audited financial statements with any presentation of the Schedule of Expenditures of Federal Awards that includes our report thereon OR make the audited financial statements readily available to intended users of the Schedule of Expenditures of Federal Awards no later than the date the Schedule of Expenditures of Federal Awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that: (1) you are responsible for presentation of the Schedule of Expenditures of Federal Awards in accordance with Uniform Guidance; (2) that you believe the Schedule of Expenditures of Federal Awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the Schedule of Expenditures of Federal Awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that: (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the Charter Schools' website, management understands that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

You agree to assume all management responsibilities relating to the tax services, financial statements, Schedule of Expenditures of Federal Awards, and related notes, and any other nonattest services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the Schedule of Expenditures of Federal Awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the Schedule of Expenditures of Federal Awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers; but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone, or by turning over information about those communications to the government, you, your employees, or agents may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written, advance authority to make that disclosure.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, Schedule of Expenditures of Federal Awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audit.

The audit shall be completed, and the audit report shall be delivered in accordance with time requirements as specified in the *Standards and Procedures for Audits of California Office*, unless delayed by circumstances beyond the control of the Auditors. Eight (8) copies and an electronic version of the audit report may be rendered to the Charter Schools, in addition to the copies required to be filed with the applicable governmental units; however, management is responsible for distribution of the reports and the financial statements. Copies in excess of the contract amount may be billed for an additional fee. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

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The audit documentation for this engagement is the property of Silva & Silva CPA's and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the California Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Silva & Silva CPA's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education.

Matt Miller is the engagement partner and responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in approximately March and to complete your information returns and issue our report no later than December 15.

To ensure that Silva & Silva CPA's independence is not impaired under the AICPA Code of Professional Conduct, you agree to inform the engagement partner before entering any substantive employment discussions with any of our personnel.

We estimate that our annual fees for the audit of the Charter Schools will be \$23,700 for the years ending June 30, 2026 and 2027, respectively. Tax return preparation will be \$2,150 for the fiscal years ending June 30, 2026 and 2027, respectively. We estimate that our annual fees for the Single Audit, *if applicable*, will be \$7,500 and \$1,750 for the SFSAC filings for the years ending June 30, 2026 and 2027, respectively. Other services will be billed at an hourly rate. No additional expenses are estimated at this time. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

Additional audit fees may be assessed if additional auditing services are provided for: (1) any changes in reporting format and/or audit requirements as stated in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California State Controller's Office or Governmental Accounting Standards Board, (2) any changes in the number of funds or accounts maintained by the Charter Schools during the period under this contract; and (3) additional audit procedures required due to the lack of preparation for the audit on the part of the Charter Schools. These fees shall be in addition to the above maximum fee for audit services.

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The Organization shall pay the auditor in monthly installments throughout the year as the work progresses for the not to exceed amount. The monthly installments will represent up to 90% of the total contract. The final installment will represent the 10% withheld amount pursuant to *Education Code* Section 14505 and will be presented for payment upon certification by the Controller that the audit report conforms to the reporting provisions of the Audit Guide. All billings for additional audit fees or services will be billed as these services are provided. In accordance with *Education Code* Section 14505 (b), the Charter Schools shall withhold fifty percent (50%) of the audit fee for any subsequent year of multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the Audit Guide. This contract shall be null and void if a firm or individual is declared ineligible pursuant to subdivision (c) of Section 41020.5. The withheld amount shall not be payable unless payment is ordered by the State Board of Accountancy or the audit report for that subsequent year is certified by the controller as conforming to reporting provisions of the Audit Guide.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2023 peer review accompanies this letter.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Rules before resorting to litigation. The costs of any mediation proceedings shall be shared equally by all parties. The Organization and Auditors both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the rules of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF DISPUTE OVER FEES, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

Annual Report - Form and Content, Delivery

The form and content of the annual audit shall be in conformity, to the extent practicable, with such form and content as may be prescribed by the State of California under Section 41020 of the *Education Code*, Audits of State of Local Governments, issued by the U.S. Office of Management and Budget, as issued pursuant to the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

We appreciate the opportunity to be of service to the Charter Schools and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us.

Very truly yours,



Matt Miller, Partner
of Silva & Silva CPA's

MSM/cr

Element Education, Inc.
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RESPONSE:

This letter correctly sets forth the understanding of Element Education, Inc.

Signature

Title

Date



Member:
American Institute of Certified Public Accountants
California Society of Certified Public Accountants

880 Apollo Street, Suite 140, El Segundo, CA. 90245
Tel: 310.563.1010 • Fax: 310.563.1011

Report on the Firm's System of Quality Control

February 3, 2025

The Partners

Silva & Silva Accountancy Corp.

and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design and compliance with the firm's system of quality control based on our review.

Required Selections and Consideration

Engagements selected for review included engagements performed under *Government Auditing Standards*, including an audit under the Single Audit Act.

Silva & Silva Accountancy Corp.
and the Peer Review Committee of the California Society of CPAs
February 3, 2025
Page 2

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Silva & Silva Accountancy Corp. in effect for the year ended December 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiencies*, or *fail*. Silva & Silva Accountancy Corp. has received a peer review rating of *pass*.

Lawrence R. Mitchell & Company

Lawrence R. Mitchell & Company
Certified Public Accountants
A Professional Corporation

Coversheet

Consideration of the Comprehensive Safety Plan

Section: XII. Action Items-Element Education
Item: B. Consideration of the Comprehensive Safety Plan
Purpose: Vote
Submitted by: Kiran Sihota
Related Material: Clean Comprehensive Safety Plan Rev 02.20261.pdf
Red-Lined Comprehensive Safety Plan Rev 02.2026.pdf

BACKGROUND:

Revised Comprehensive Safety Plan

Revised Sections include information on:

- Child Abuse or Neglect Reporting Procedures: child abuse or neglect prevention procedures
- Discrimination & Harassment Policy: UCP policy and procedures
- Dress Code: dress code policy
- Safe & Orderly Environment: Mission statement and information on positive discipline
- Criminal Incidents – Procedures for conducting tactical responses: Adopts CSTAG threat assessment procedures
- Student Opioid overdose protocols: Prevention strategies
- Instructional Continuity Plan: Number of days to respond following an emergency
- Active Shooter: Drills not high-intensity

New Sections:

- Sudden Cardiac Arrest Procedures
- Notification procedures when immigration enforcement is on-site
- Immigration Enforcement on or near school grounds

RECOMMENDATION:

Approval of the Comprehensive safety plan with the right to revise with updated board policies and administrative regulations as needed.



Comprehensive School Safety Plan

Revised:

Adopted: 2/27/2026

Element Education, Inc.

The Comprehensive Safe Schools Plan was Board approved on:
February 27, 2026

Board Members

Chris Nunley, President
Barbara Rohrer, Vice President
Suhas Subramanya, Board Clerk
Amy Schaner, Board Member
Terry Breckenridge, Board Member
Leila Cavazos, Board Member

Executive Director

Terri Novacek

NOTE: Tactical information is excluded from the public inspection document.

Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)

In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the Governing Board's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)

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

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MAIN PLAN

Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

Element Education schools are a small school district as defined by Education Code 32281(d)(2) and develop a districtwide comprehensive safety plan that is applicable to each school site as per Education Code 32281(d)(1).

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Executive Director	Terri Nocacek
Chief Operations Officer	Roland Yung
School Directors	Earl Otte & Paul Johnson

Director of Human Resources	Kiran Sihota
Operations Manager	Alexis Roggeman
Certificated Employees	Marissa Castaneda & Adam Young
Classified Employees	Lorry Comiskey, Maureen Hopman
Parents	Tammy Becker

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	CM: 2 DCS: 2
Expulsions	CM: 0 DCS: 0
Chronic Absences	CM: 0.1% DCS: 1.0 %
Law Enforcement Calls for Service Report at Site	Law enforcement calls have remained at minimal to zero levels.
Fire Inspection Report Data	Fire inspection reports have consistently reported minimal corrections. Any requirements have been easily corrected.
Registrants/Sexual Offenders in area around school (Meghan's Law)	The number of registrants / sexual offenders in the school areas have remained consistent.
Community Crime data	Community crime data has remained stable and consistent with prior years.

Risk Assessment

Confidential

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Risk Assessment - Hazards/Threats and Vulnerabilities

Risk = Hazard/Threat (Probability) x Vulnerability x Consequence

Threat is defined by DHS as "a natural or man-made occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or

property.”

Hazard refers to “a natural or man-made source or cause of harm or difficulty”.

Natural hazards refer to potential incidents which may result from acts of nature, such as hurricanes, earthquakes, tornados, animal disease outbreaks, pandemics, or epidemics.

Technological hazards result from accidents or the failures of systems and structures, such as hazardous material spills or dam failures. Technological based incidents can be caused by power loss, power spikes, equipment failures, software errors, and telecommunications network outages. Examples include server failures, security cameras, or access card readers failing due to a power outage.

Human-caused incidents result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack, or cyber incident.

Vulnerability refers to a physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard.

Consequence refers to the effect of an event, incident, or occurrence, including the number of deaths, injuries, and other human health impacts along with economic impacts both direct and indirect and other negative outcomes to society. Potential consequences may include:

- Harm to persons
- Damage to property
- Economic disruption
- Increased liability due to negligence, and
- Loss of reputation

Site Location

Name:	Element Education, Inc.
Address:	1441 Montiel Rd Suite 143 Escondido CA 92026
Phone Number:	760-743-7880

Include a brief summary of identified issues in site assessments:

Element Education’s safety team met on February 4th 2026. Members included two Directors, three managers, five administrators, and one parent. The team reviewed crime data around all learning centers, student suspension/expulsion data, and risk assessment of each learning center. The team concluded that potential risks have been assessed, any mitigating factors have been implemented, and no further updates to the school safety’s risk assessment were required.

Appropriate Programs and Strategies that Provide School Safety

Community Montessori and Dimensions Collaborative Specific Information

- Behavioral Counselor Roles and Responsibilities:
 - o The primary responsibility of the Behavioral Counselor is to provide support and guidance to parents and staff to facilitate student behavior as it pertains to learning which includes, but is not limited to, observing, developing, planning, organizing, and monitoring a plan for the desired success of parents and students in need of support. The Behavioral Counselor also refers families to community resources.
- Trainings for school safety
 - o Vector solutions (online training)
 - o Monthly emergency safety drills are conducted at each learning center.
 - o Digital Citizenship
- Emergency cards are kept by the ASO at each learning center.
- Volunteer and visitor management
 - o Volunteer procedure
 - o Sign in/out log
 - o Badges/lanyards/ name tags
- Emergency procedures are in place for students with disabilities at each learning center.
- Annual review of Element Education facilities with law enforcement and fire department
- Governing Board approval of video surveillance for Element Education properties via the use of security cameras

Child Abuse or Neglect Reporting & Prevention Procedures

Community Montessori and Dimensions Collaborative adhere to Element Education's Child Abuse Reporting & Prevention procedures as follows:

As an educational institution, we have a duty to protect children on behalf of the State of California. Element Education and all of its' employees are mandated to report suspected child abuse, neglect, or sex offenses. These procedures apply to all employees, volunteers, independent contractors, interns, student teachers, coaches, and third-party providers, all of which are required to complete annual training.

Child Abuse Reporting Procedures

If you are a mandated reporter, you are legally required to report if you know or reasonably suspect abuse of a child, elder, and/or dependent adult.

Child abuse includes physical, sexual, or emotional abuse or neglect. The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report.

Additional information on child abuse reporting can be found at:

- [Suspected Child Abuse Report](#)
- <http://ag.ca.gov/childabuse/pdf/8583guide.pdf>
- www.cde.ca.gov/ls/ss/ap/childabusereport.asp
- [Mandated Reporter Training](#)
- [San Diego County District Attorney Website](#)
- National Child Abuse Hotline: 1-800-422-4453
-

Reporting Steps:

Make an immediate oral report by telephone to Child Protective Services (CPS)/County welfare services, or local law enforcement

- 800-344-6000 or 858-560-2191

Submit a written [Suspected Child Abuse Report](#) (Form SS 8572) within 36 hours

- Fax: 858-467-0412
- Mail: Child and Family Wellbeing/Hotline, 8911 Balboa Avenue, San Diego, CA 92123
- Online : MRA Reporting System (for non-urgent child abuse reports)

- Immediately, or as soon as practically possible, call the Child Abuse Hotline at (800) 344-6000.
- .

Procedures for Supervision and Protection of Children from child abuse or neglect and sex offenses.

Background Clearance: All employees, independent contractors, unsupervised volunteers, and student interns are required to obtain a background clearance with the DOJ and FBI prior to working with or providing services to Element students.

Training: All employees, independent contractors, unsupervised volunteers, and student interns are required to complete Mandated Reporter training within 6 weeks of the start of the academic year or date of hire or providing services.

Supervision: Element prohibits the following:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories
- Seeking emotional involvement with a student for your benefit or discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with a student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Mandated Reporter Policy

Purpose: To protect students from abuse and neglect.

Scope:

Element employees, governing board members, volunteers, student interns, and independent contractors of Element Education ("Element").

Definition:

Mandated Reporter: Individuals who are legally obligated to report suspected abuse.

Annual: The California Department of Education interprets "annual" to mean every school year.

Reasonable Suspicion: Objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person to suspect child abuse or neglect.

Policy:

A mandated reporter must report any child abuse or neglect if they have reasonable suspicion. The duty to report is individual and non-delegable and may not be delayed for any reason. Element shall not interfere with, delay, screen, prevent, or substitute internal reporting for the legal duty to report.

All Element employees, governing board members, volunteers, student interns, and independent contractors who are over 18 and interact with students outside direct parental or school employee supervision are mandated reporters. Mandated reporters are granted confidentiality and immunity when reporting in good faith. The identity of the reporter is confidential and disclosed only as required by law.

Element will provide child abuse and neglect training in accordance with current legal requirements for employees, governing board members, volunteers, and student interns.

- Employees, volunteers, and student interns are required to complete and pass the mandated reporter training on an annual basis.

Mandated Reporter Administrative Procedures

Procedure:

Child abuse and neglect include physical, sexual or emotional abuse, sexual exploitation, or commercial sexual exploitation, or neglect.

Element will provide mandated reporter training in accordance with current legal requirements.

- Training mandates the successful completion and passing grade on tests and tutorials included in the training modules.
- All employees must complete the training within the first six weeks of the school year or within the first six weeks of the start of an employee's employment (Education Code 44691).
- All Category B and C volunteers and student interns must complete the training prior to the start of the volunteer assignment or internship.
- Category A volunteers, defined as one-time supervised volunteers, are not required to complete the mandated reporter training.

Independent Contractors, including their employees, volunteers, and subcontractors, are required to complete and pass the mandated reporter training provided by the California Department of Social Services, prior to providing services to or working with Element students. Independent Contractors shall complete the training on their own or through their employer. Independent Contractors must provide certification of completed training for any individual providing services to or working with Element students.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element"). employees and students

Policy:

Employees must maintain professional, appropriate relationships with students.

Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

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

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

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

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 2 of 2

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Supervision and Protection of Students

A. General Supervision

Active supervision shall be maintained during instructional time, recess/lunch, passing periods, field trips, transportation, and extracurricular activities. Appropriate staff-to-student ratios should also be maintained.

B. Visibility Requirements

Meetings with students will be conducted in observable locations whenever possible. Doors will remain open or windows shall be uncovered during one-to-one meetings. Isolated settings shall be avoided unless required for safety or confidential services, and such interactions shall be documented.

C. Off-Campus Activities

For field trips, overnight trips, or other off campus activities, two-adult supervision will be provided when feasible. Separate sleeping quarters by gender and age shall be utilized, with exceptions for gender identification. Permission slips or parent/guardian consent forms will be signed and collected.

D. Professional Boundaries and Conduct

Element Education employees and volunteers shall follow the Student Employee Interaction policy and administrative procedures.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees, volunteers, and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element") Employees, students, and volunteers

Policy:

Employees must maintain professional, appropriate relationships with students. Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone

- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.

E. Prevention Measures

Screening and Hiring Practices shall include....

- A minimum of 2 professional reference checks
- AB2534 or SB848 employment clearance, as applicable
- DOJ and FBI clearance
- CTC Misconduct database check

F. Training

All employees, volunteers, governing board members, independent contractors, interns, student teachers, coaches, and third-party providers shall complete training on an annual basis and within the

first six weeks of the school year. Those hired after the start of the school year shall complete training within six weeks of hire.

Volunteers must complete the training prior to the start of the volunteer assignment or internship.

Independent Contractors or third party providers must complete the training prior to providing services to Element Education students.

G. Student Education

As needed, age-appropriate instruction on child abuse prevention may be implemented to include personal safety, boundaries and consent, how to report concerns, trusted adults on campus, and online safety.

H. Discipline and Enforcement

Violations of these procedures may result in immediate removal from duties, suspension or nullification of any contracts, disciplinary action up to and including termination, referral to licensing authorities, and criminal prosecution, when applicable.

Mandated Reporter Policy

Purpose: To protect students from abuse and neglect.

Scope:

Element employees, governing board members, volunteers, student interns, and independent contractors of Element Education ("Element").

Definition:

Mandated Reporter: Individuals who are legally obligated to report suspected abuse.

Annual: The California Department of Education interprets "annual" to mean every school year.

Reasonable Suspicion: Objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person to suspect child abuse or neglect.

Policy:

A mandated reporter must report any child abuse or neglect if they have reasonable suspicion. The duty to report is individual and non-delegable and may not be delayed for any reason. Element shall not interfere with, delay, screen, prevent, or substitute internal reporting for the legal duty to report.

All Element employees, governing board members, volunteers, student interns, and independent contractors who are over 18 and interact with students outside direct parental or school employee supervision are mandated reporters. Mandated reporters are granted confidentiality and immunity when reporting in good faith. The identity of the reporter is confidential and disclosed only as required by law.

Element will provide child abuse and neglect training in accordance with current legal requirements for employees, governing board members, volunteers, and student interns.

- Employees, volunteers, and student interns are required to complete and pass the mandated reporter training on an annual basis.

Mandated Reporter Administrative Procedures

Procedure:

Child abuse and neglect include physical, sexual or emotional abuse, sexual exploitation, or commercial sexual exploitation, or neglect.

Element will provide mandated reporter training in accordance with current legal requirements.

- Training mandates the successful completion and passing grade on tests and tutorials included in the training modules.
- All employees must complete the training within the first six weeks of the school year or within the first six weeks of the start of an employee's employment (Education Code 44691).
- All Category B and C volunteers and student interns must complete the training prior to the start of the volunteer assignment or internship.
 - Category A volunteers, defined as one-time supervised volunteers, are not required to complete the mandated reporter training.

Independent Contractors, including their employees, volunteers, and subcontractors, are required to complete and pass the mandated reporter training provided by the California Department of Social Services, prior to providing services to or working with Element students. Independent Contractors shall complete the training on their own or through their employer. Independent Contractors must provide certification of completed training for any individual providing services to or working with Element students.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element"). employees and students

Policy:

Employees must maintain professional, appropriate relationships with students.

Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.

Student Behavior – Policy

Subject: Student Behavior

Date of Origination: 09/25/2019

Last Revision: 09/27/2024

Scope:

All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present

- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to

intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm

- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Mobile Communication Devices Policy

These procedures are designed to promote a respectful learning environment while minimizing distractions to maximize learning.

EEL is a 1:1 school at grades 9-12, meaning that all students at grades 9-12 have access to an Element issued device for educational activities. Students at the elementary and middle school grades have access to educational technology as needed during the school day. Therefore, there is limited need for smartphones or mobile communication devices, including but not limited to, smart watches, headphones/earbuds, tablets, pagers, in a non-emergency educational setting.

Procedure:

- Away for the Day

TK-12 Students will not be permitted the use of smartphone or mobile communication devices during school activities which includes time at the learning center, field trips, and other school events.

Exceptions include time-sensitive communication with a parent or guardian (i.e. transportation needs, illness) and educational purposes as approved by a school Manager or Director.

- Device Accessibility and Unapproved Use

Devices will remain accessible to students should an emergency or perceived threat/danger arise or for approved educational purposes. Failure to comply will result in the device being locked away for the remainder of the day/activity. Repeated offenses may result in loss of privileges to attend the learning center/activity.

Notification Students and parents/guardians will receive annual notification through the student and parent handbook

DISASTER PROCEDURES

**Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes**

**General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes**

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the School's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa)

Off-Site Evacuation Area Map

CONFIDENTIAL

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and for use by law enforcement, (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Operations department which reviews and ensures the Element Education specific items are completed in the Comprehensive School Safety Plan.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states "It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan." It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 6 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to the Director of Human Resources.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Regional Manager/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

SECONDARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	2 times per year	Once each school semester
Fire Drill (Evacuation)	2 times per year	Once each semester

All occupants at each site must participate in the drills. **Exceptions will be made for students whose parent/guardian provides written request to opt out.**

In addition to the drills mandated by the state listed above, Element Education recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Lockdown Drill	2	Once per semester

Tabletop Exercises

Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises four times a year.

Drill & Exercise Compliance

School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency

Drill Report form. This form is submitted at the end of the year to Element's Human Resources, which Reviews and ensures Element specific items are completed in the Comprehensive School Safety Plan.

CONCEPT OF OPERATIONS

Community Montessori, Dimensions Collaborative, and Element Education work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Community Montessori, Dimensions Collaborative, and Element Education utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY:** For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders. As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of

California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 "Management of Domestic Incidents," directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Community Montessori, Dimensions Collaborative, and Element Education ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Director of Human Resources for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents

an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.

- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security** – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team** – conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team** – provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader** – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
 - **Request Area** – process requests by parents or authorized adults for release of students
 - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

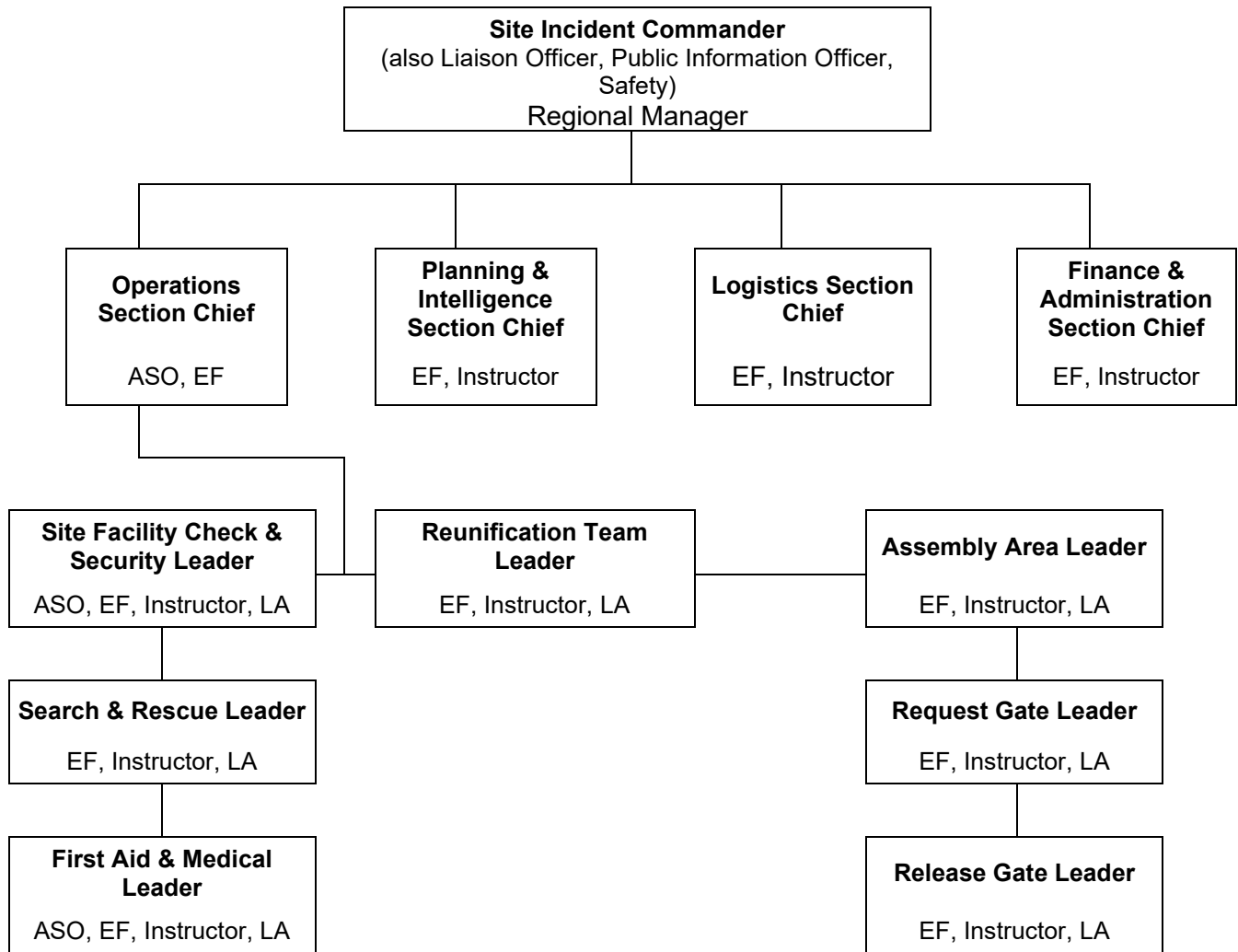
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Incident Command Team Organizational Chart



Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Regional Manager
Planning Section Chief	EF, Instructor, Education Specialist
Logistics Section Chief	EF, Instructor, Education Specialist
Finance & Administration Section Chief	EF, Instructor, CBO
Operations Section Chief	ASO, EF
Site Facility Check & Security	EF, Instructor, LA
Search & Rescue: Leader	EF, Instructor, LA
S&R Team A	EF LA LA, IA
S&R Team B	EF LA LA, IA
First Aid & Medical: Leader	ASO, EF, Instructor, LA
First Aid Team A	EF LA LA, IA
First Aid Team B	EF LA LA, IA
Reunification Team Leader	EF, Instructor, LA
Assembly Area Leader	EF, Instructor, LA
Request Gate Leader	EF, Instructor, LA
Request Gate Team	EF LA LA, IA
Release Gate Leader	EF, Instructor, LA
Release Gate Team	EF LA LA, IA

Disaster Service Worker Status

All public employees are required to take an "Oath of Allegiance" (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

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.
(Amended by Stats. 1971, Ch. 38.)

OATH OR AFFIRMATION

All public employees are disaster service workers. As such, before beginning employment with Element, 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 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.

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	ADVANTAGES	DISADVANTAGES
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message (Parent Square)	For parents/community and possibly staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email (Parent Square)	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all NOT RECOMMENDED see disadvantages	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Microsoft Teams	Multiple communication systems, including instant phone calls, allows for teams and channels to distribute and gather information, allows for assignments to be made.	Only those with access to Microsoft teams can benefit from any groups or channels.
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
LCD Monitors	Visual broadcast. Supports individuals with hearing impairments.	Reaches a limited audience and not currently used for emergencies.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	Two-Way Radio, PA System
Duck, Cover, Hold On	Two-Way Radio	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	Two-Way Radio	If two-way radio system is not working, use email or written notes to classes
Secure Campus	Two-Way Radio	PA system
Lockdown	Two-Way Radio	Evidence of gunfire or threat of violence on campus.
All-Clear	Two-Way Radio	PA system

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	• 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	<u>During an emergency:</u> Notice will be sent via Parent Square.
	<u>After an emergency:</u> Notice will be sent via Parent Square.

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Executive Director's Office	619-247-3384	619-247-3384
Communications Office	858-449-7032	858-449-7032
Facilities	858-449-7032	858-449-7032
Emergency Preparedness	760-743-5818	760-743-5818
Risk Management	760-743-5818 / 760-743-5815	760-743-5818 / 760-743-5815
Transportation	760-743-5815	760-743-5815

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Law Enforcement	9-1-1	Carlsbad: (760) 931-2197 Central San Diego: (858) 495-7900 Escondido: (760) 839-4722 Poway: (858) 513-2800 Santee: (619) 956-4000
Fire Department	9-1-1	Carlsbad: (760) 439-6581 Central San Diego: (619) 533-4300 Escondido: (760) 839-5400 Poway: (858) 668-4460 Santee: (619) 258-4100, ext. 207
San Diego County Sheriff	9-1-1	858-565-5200
San Diego Gas & Electric	619-725-5114	800-411-7343/800-611-7343
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human		619-441-6500
S.D. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.D. County Animal Control	619-236-2341	619-757-2675
Water and Sewer	Carlsbad: (760) 602-2420 Central San Diego: Water: (619) 515-3500 Sewer: (858) 292-6300 Escondido: (760) 839-4657 Poway: (858) 668-4700 Santee: (619) 448-3111	Carlsbad: (760) 602-2420 Central San Diego: Water: (619) 515-3500 Sewer: (858) 292-6300 Escondido: (760) 839-4657 Poway: (858) 668-4700 Santee: (619) 448-3111

Standardized Emergency Response Actions

San Diego County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

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. See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	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 school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	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. • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • 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 • 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 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.
	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 windstorms and tornados. • Move students and staff into the school's permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	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.
EVACUATION	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.
	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.
	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 district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	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: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

How To Assist Those With Disabilities During an Emergency

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 the person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes, or walkers

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

To evacuate individuals using wheelchairs

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

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Confidential document related to the Element's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: in the front office / the ASO's office

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. Element recommends the Site Incident Commander conduct annual inspections/inventory by May 1st of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that Element recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies(check with purchasing on type allowed)	Optional	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4" compress	50	Procedure Masks	25
8 x 10" compress	25	Sanitary Napkins	50
Gauge bandages (Kling)	100	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	6	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	6	Triage tags	25
Triangular bandage	12	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	12	Non-Latex gloves	50
Arm splints	10	Oval eye patch	25
Leg Splint	10	Medical Tape (cloth 1" x 10 yds)	20
Steri-strips or butterfly bandages	50	Medical Tape (cloth 2" x 10 Yds)	10
Water pouches (for flushing wounds, etc)	50	First Aid Books	1
Hydrogen Peroxide	5	First Aid Pocket Guide	1
Emergency Blankets (disposable)	25	Stretch Gauze Roll (2 x 4.1 Yds)	10
Mylar Blankets	100	Burn gel	1 bxs

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Stretch Gauze Roll (3 x 4.1 Yds)	10	Ice packs	10
Bandages (3/4 x 3")	2 bxs	Eye Wash	2
Sting relief	1 bx	Iodine Swabs	1 bxs
Tourniquets	5	Antiseptic Hand Gel or Packets	1 bxs or 1 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Mylar Blankets	2	Hard Hats	6-9
Adjustable Wrench 10"	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14" (Utility shut off)	1
Dust Masks	10	Pliers	1
Eye Guards/Safety Glasses	5	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	Small First Aid Kits	3
D-Handle Shovel	1	Triangular Bandages	
Screwdriver Set	1	Bandages (asst.)	
Safety Cones	Optional 3-4	Ice pack	
Utility Knife	1	Gauze roll	
Steel Digging Bar	2	Cloth tape	
Hydraulic Jack	Optional	Tongue depressors	
Wool Blanket	2	Gauze pad	
		Sanitary Napkin	
		Scissors	
		Wet-Wipe towelettes	
		Non-latex glozes	

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	UNITS	ITEM	UNITS
Emergency Response Procedures (located in this portion of the CSSP)	1	First Aid Supplies (put in large zip-lock bag)	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	2
Disposable non-latex gloves	4-6	• Triangular bandages	3
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	25	• Gauze bandages rolls (2")	2
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2")	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4" gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	5
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	2
Pre-moistened wipes	25	• Scissors (small classroom type)	1
Room number and teacher's name written at least 5" high on a 8 ½ x 11" piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Community Montessori and Dimensions Collaborative adhere to Element Education's Suspension and Expulsion Policies as follows:

Student Behavior – Policy

Subject: Student Behavior

Date of Origination: 09/25/2019

Last Revision: 09/27/2024

Scope:

All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle

- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral interventional plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Procedures for Notifying Teachers of Dangerous Pupils

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures for Notifying Teachers of Dangerous Pupils as follows:

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Element Education has incorporated this notification into its' procedures by notifying the specific teacher via email. All

information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s).

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

Discrimination & Harassment Policy

Community Montessori and Dimensions Collaborative adhere to Element Education's Discrimination and Harassment Policy

Prohibition of Discrimination, Harassment, Intimidation, and Bullying - Policy

Subject: Prohibition of Discrimination, Harassment, Intimidation, and Bullying
Date of Origination: 4/17/2013
Last Revision Date: 6/25/2019

Scope:
 All stakeholders of the Organization.

This policy shall apply to any and all activities conducted by an Element School such as, but not limited to, learning center classes, field trips, clubs, and social events. The Executive Director, or designee, shall ensure compliance with this policy.

Policy:

1. Bullying (including cyber-bullying), harassment, discrimination and intimidation in any form are prohibited at school-related activities or outside of school hours with the intention to be carried out during any school-related activity.
2. Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, immigration status, and/or sexual orientation.
3. The Organization further prohibits the inciting, aiding, coercing, or directing of others to commit acts of bullying or cyber-bullying, discrimination, harassment, or intimidation.
4. Any form of retaliation in response to a report of such acts is prohibited and the identity of the complainant will remain confidential, as appropriate.
5. Staff shall receive annual training on the definition and forms of discrimination, harassment, intimidation, and bullying as well as appropriate actions for prevention and response.
 - a. An online training module can be found on the Organization's internal website to assist all staff, parents, and students in their knowledge of the dynamics of bullying and cyberbullying. The online training module includes identifying acts and implementing strategies to address bullying and cyberbullying.
 - b. The Organization will annually update its list of available online training modules related to bullying and bullying prevention.
 - c. Staff shall receive annual training on bullying and cyberbullying via the online training module.
 - d. Staff shall receive information on existing Organization and community resources related to the support of lesbian, gay, bisexual, transgender and questioning (LGBTQ) pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived

religious affiliation. Resources may include peer support or affinity clubs/organizations, safe spaces for LGBTQ or other at-risk pupils, counseling services, designated trained staff to support pupils, online training, and physical and mental health providers.

6. This policy shall be posted and/or made available for review.
7. This policy and the complaint procedure shall be published in the Parent Handbook.

Complaint Procedure/Action:

1. Any staff member who witnesses and/or overhears such actions, or to whom such actions have been reported, must take prompt and appropriate action to stop the behavior and to prevent its recurrence as outlined.
2. Students who witness and/or overhear such actions must report the behaviors to a staff member. Parents/guardians and district visitors are encouraged to report the behaviors to a staff member.
3. In the event an action is not resolved to the satisfaction of the complainant by the immediate staff member, a written complaint must be provided to the School Director within twenty-four (24) hours of occurrence. The School Director shall promptly investigate alleged violations of this policy and respond in writing within seventy-two (72) hours of the complaint.
4. Should the complainant disagree with the School Director's resolution of the complaint, an appeal can be made to the Executive Director. All written complaints and resolutions shall be kept on file in the Director of Human Resource's office for four years.

Uniform Complaint Procedures (UCP) - Policy

Scope:

All Element Education ("Element") students, employees, parents or guardians of our students, and other interested parties

Policy:

Element shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Element shall investigate and seek to resolve complaints alleging failure to comply with applicable federal or state laws or regulations including, but not limited to, discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the Uniform Complaint Procedure (UCP).

Complaints

Element uses the UCP policy to process complaints concerning programs or activities for which state or federal funds have been used, as well as complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an Element school, which is funded directly by, or that receives or benefits from any state financial assistance.

A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. A signature may be handwritten, typed (including in an email), or electronically generated. Complaints may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections

49010 *et seq.* A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. A complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, EEI shall assist the complainant in the filing of the complaint.

Complainants shall be protected from retaliation and the identity of a complainant alleging discrimination, harassment, intimidation, and bullying shall remain confidential as appropriate.

Programs/Activities Subject to UCP

According to the state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for pregnant and parenting pupils
- Adult education
- After school education and safety
- Agricultural career technical education
- Career technical and technical education and training programs
- Child care and development programs
- Compensatory education
- Consolidated categorical aid programs
- Course periods without educational content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, homeless, from military families, or formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant education
- Physical education instructional minutes

- Pupil fees
- Reasonable accommodations to a lactating pupil
- Regional occupational centers and programs
- School plans for student achievement
- School safety plans
- School site councils
- State preschool
- State preschool health and safety issues in LEAs exempt from licensing
- Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to the Uniform Complaint Procedures set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to the County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to DSS
- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.
- Allegations of fraud shall be referred to the Legal, Audits, and Compliance Branch of the CDE.

Compliance Officer

The person responsible for receiving and investigating complaints and ensuring compliance with state and federal laws and regulations ("Compliance Officer") is:

Title: Chief Operations Officer

Address: 1441 Montiel Road, Suite 143, Escondido, CA 92026

Phone: 760-743-7880

EEI shall ensure that the Compliance Officer, or designee, is knowledgeable about the laws and programs to be investigated and shall seek legal counsel or other specialized assistance as needed. Complaints of noncompliance with laws relating to pupil fees may also be filed with the School Director, Executive Director, or designee.

Annual Notice

EEl shall annually notify in writing students, employees, parents or guardians of students, and other interested parties of the UCP procedure. The UCP Annual Notice include information regarding allegations about discrimination, harassment, intimidation, or bullying, list of all federal and state programs within the scope of the UCP, title of the position and name of the individual who is responsible for processing complaints.

The UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. The UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of the UCP complaint policies and procedures document shall be provided free of charge to interested parties by contacting school administration.

Procedure:

Filing

Any individual, public agency, or organization may file a written complaint with the Compliance Officer, or designee, alleging a matter which, if true, would constitute a violation by EEl of federal or state laws or regulations governing a program. The complaint shall be filed by one who alleges, or his/her duly authorized designee, that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying.

The complaint must be filed with the Compliance Officer. Complaints alleging discrimination, harassment, intimidation, or bullying shall be filed no later than six months from the alleged date or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. Complaints containing all other types of allegations must be filed within one year of the date the complainant knew or should have known of the alleged conduct. The time for filing may be extended in writing by the Compliance Officer, or designee, upon written request by the complainant setting forth the reasons for the extension. The Compliance Officer shall respond immediately upon receipt of a request for extension. The period for filing may be extended by the Compliance Officer, or designee, for good cause for a period not to exceed 90 calendar days.

PUPIL FEES: A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fees complaint may be filed with the School Director, Executive Director, or designee. If EEl finds merit in a complaint, a remedy will be provided to all affected pupils, parents, and guardians, that, where applicable, will include reasonable efforts by EEl to ensure full reimbursement to all affected pupils, parents, and guardians.

LCAP: For complaints relating to LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or adopts the annual update.

Investigation

Within seven (7) days of receiving the complaint, the Compliance Officer may choose to informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process. Before initiating the mediation of a

complaint alleging discrimination, harassment, intimidation, or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the school's 60-day timeline for investigating, resolving, and issuing a written investigation report to the complaint unless the complainant agrees in writing to such an extension of time (5 CCR 4631).

Within thirty (30) days of receiving the complaint, the Compliance Officer shall provide the complainant and/or representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer shall also collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide EEI's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, EEI shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Resolution

Within sixty (60) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of EEI's investigation and decision. The decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal the decision within fifteen (15) calendar days to the CDE and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding pupil fees, deposits and other charges is found to have merit, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, the charter school shall attempt to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint.

If a complaint is regarding pupil fees, LCAP, physical education instructional minutes, or course periods without educational content, the remedy shall go to all affected pupils, parents, and guardians. For all other complaints the remedy shall go to the affected pupil.

Appeals to the Governing Board

If the complainant is dissatisfied with the Compliance Officer's decision, a complaint must be put in writing within five days to the Governing Board.

The Governing Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day time limit within which the complaint must be answered by the School. The Governing Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Governing Board hears the complaint, the Compliance Officer shall send the decision to the complainant within 60 calendar days of the Organization initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Appeals to the California Department of Education

If dissatisfied with EEI's decision, the complainant may appeal in writing to the CDE. An appeal is a written and signed request by the complainant to the CDE seeking review of the School's response to a properly-filed complaint. The complainant may file his/her appeal within thirty (30) calendar days of receipt of School's decision and the appeal shall specify and explain the basis for the appeal, including whether the procedures were not followed, facts are incorrect or unsupported, the law has been misapplied, and/or failure to provide a proper remedy in cases of the School's noncompliance. The appeal shall be accompanied by a copy of the locally filed complaint and EEI's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed EEI's decision, the Compliance Officer or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision;
4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;

5. A report of any action taken to resolve the complaint;
6. A copy of EEI's complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in 5 CCR 4650 exists, including when EEI has not taken action within 60 calendar days of the date the complaint was filed with EEI. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

Complainant may pursue civil law remedies available under state or federal discrimination, harassment, intimidation, or bullying laws including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants. Complainants may seek assistance from mediation centers or public/private interest attorneys.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided EEI has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

Williams Complaint

The Williams complaint regards alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Any Williams Complaints will be handled through the UCP process. The notice and complaint form shall be in English and in the primary language of the complainant, pursuant to Education Code Section 48958 and if 15 percent or more of the students enrolled speak a language other than English.

Notice

A notice will be posted in each classroom informing parents, guardians, students, and employees of their rights to file a Williams complaint. The notice will include:

- A statement proclaiming sufficient textbooks and instructional materials (sufficient is defined as each student having textbooks/materials to use in class and to take home);
- A statement that school facilities must be clean, safe, and maintained in good repair;
- A statement that there should be no teacher vacancies or misassignments; and
- The location at which to obtain a form to file a complaint in case of a shortage.

Complaint Form

A complaint form will be made available and if a response is requested by the complainant, the response will go to the mailing address indicated on the complaint form. The complaint shall be filed with the Compliance Officer, may be filed anonymously, and the complainant need not use the complaint form.

Resolution

The Compliance Officer shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received. The Compliance Officer shall report to the complainant the resolution within 45 working days of the initial filing, if complainant identifies himself/herself and requested a response.

The Compliance Officer shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the Governing Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and responses shall be available as public records.

Appeals

A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution involving a condition of a facility that poses an emergency or urgent threat has the right to file an appeal to the State Superintendent of Public Instruction at the CDE within 15 days of receiving the report. Conditions constituting emergency or urgent threats are indicated in the School Complaint form. The complaint shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal shall be accompanied by (1) a copy of the original filed complaint and (2) a copy of the decision.

Insert Title IX Policy

Sexual Harassment – Policy

Purpose: Element Education (“Element”) is committed to providing a safe, inclusive, and respectful educational and work environment free from sexual harassment. Sexual harassment in any form is illegal, prohibited, and will not be tolerated.

Scope:

All Element stakeholders

Definition of Sexual Harassment

As defined by the EEO Commission Guidelines and the Education Code §212.5, “Sexual harassment” includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under the following conditions:

- Submission to or rejection of the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress.
- Submission to or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Policy:

It is the position of Element that sexual harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which Element has a cooperative agreement, to engage in sexual harassment.

Employees and students are prohibited from sexually harassing other employees or students whether or not the incidents of harassment occur on Element's premises and whether or not the incidents occur during working hours.

Any expression of sexual interest between adults and students, regardless of reciprocity, is considered inappropriate and shall be subject to discipline under Education Code §44932.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

Reporting

An employee who has knowledge of an allegation of sexual harassment or personal knowledge of an incident of sexual harassment is required to report to the Compliance Officer as soon as possible. Failure to do so is a violation of this policy.

Training

Element shall implement appropriate annual training, education programs, and appropriate materials for all stakeholders.

Discipline

Discipline will be appropriate to the circumstances, ranging from a written reprimand through suspensions without pay of varying lengths to separation for cause. A verbal or written admonishment, while not considered formal discipline, may also be considered.

Confidentiality

All allegations, inquiries, complaints, investigation, and results of sexual harassment claims shall be kept confidential to the extent reasonably possible under the investigation process.

Retaliation is Prohibited

Retaliation against the individual reporting the incident or witnesses is prohibited.

An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Other Available Procedures

The procedures available under this policy do not preempt or supersede any legal procedures or remedies otherwise available to a victim of sexual harassment under federal, state, or local laws including filing complaints with the DFEH or the EEOC.

Notification

The policy will be posted in public areas, offices, and hallways. In addition, the policy will be published on the internal website and in the employment manual.

Administrative Regulations

Element shall adopt further procedures as may be necessary to implement and enforce this policy. Such further procedures may include the following: posting and other means of distributing the policy, a process under which complaints will be handled, and/or an explanation of possible civil proceedings and potential legal consequences of sexual harassment.

Sexual Harassment – Administrative Procedures**Procedure:**

Sexual harassment may:

- Occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.
- Be physical and psychological in nature.
- Be an aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Examples of conduct, which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Suggestive or obscene letters, notes, invitations, derogatory comments or sexually degrading descriptions, slurs, sexual jokes or innuendo, epithets, assault, threats, verbal abuse, touching, impeding or blocking normal movement, gestures, display of sexually suggestive materials, or cartoons in the educational or work environment.
- Graphic verbal comments about an individual's body or overly personal conversation.
- Requesting sexual favors
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
 - Unwelcome touching, hugging, or kissing
- Among peers, continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual harassment).
- Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.
- Within the educational environment, engaging in sexual behavior to control, influence, or affect the educational opportunities, grades and/or learning environment of a student.
- Within the employment environment, implying or actually withholding satisfactory evaluations or suggesting that promotion or favorable evaluations will be denied as a condition of receiving sexual favors.

- Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Reporting

Any employee who believes he or she has been sexually harassed by an employee, agent, or student of Element, should promptly report the facts of the alleged incident(s) and the name of the individual involved to the Compliance Officer or any adult staff member with whom they feel comfortable, and that person shall report the incident to the Compliance Officer.

Compliance Officer:

Roland Yung
COO
1441 Montiel Road, #143, Escondido, CA 92026
760-743-7880
ryung@myelement.org

It is helpful, but not required, to provide a written record of the date, time and nature of the incident(s), and the names of any witnesses.

When a complaint is received, a prompt, thorough, and impartial investigation will be conducted in a timely manner. If applicable, Title IX or UCP procedures shall be followed as determined by the Compliance Officer.

Anonymous reports will be accepted but may limit the ability to investigate.

Students or employees may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather the information from the student, employee, any other individual involved in the sexual harassment, and/or witnesses to complete the Sexual Harassment Incident Report. A copy of the report will be forwarded to the Director of Human Resources (if an employee is involved) and the parent (if the person is a minor student).

Employees who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive, or must stop, but are encouraged to do so. An aggrieved individual is not required to complain to the employee's supervisor if the supervisor is the individual who is harassing the employee.

Corrective Action

If sexual harassment is substantiated, Element will take appropriate corrective action, which may include, but is not limited to:

- Discipline up to and including termination for employees
- Counseling or training
- Suspension, expulsion, or other corrective measures for students

Training

Designated supervisors shall receive Title IX training.

Training will be provided for the Compliance Officer on an annual basis to prepare the Compliance Officer to investigate allegations of sexual harassment.

- In addition, an alternate Compliance Officer will be designated and annually trained to investigate allegations of sexual harassment, in the event the Compliance Officer is unavailable or named as the alleged harasser.

Element will utilize a training plan to familiarize students and staff with the Sexual Harassment Policy as well as reporting procedures.

- New hires to Element will be provided with this training as part of their orientation.

Non-management employees and student interns shall be receive training every 2 years on Sexual Harassment Prevention in compliance SB1343.

Management and the Governing Board shall receive training every 2 years on Sexual Harassment policy and prevention in compliance with AB1825.

Confidentiality

Confidentiality will be maintained to the extent possible, consistent with a fair investigation. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others, and that they may be subject to disciplinary action for such violations.

All information pertaining to a sexual harassment complaint or investigation is maintained by the Compliance Officer.

Retaliation is Prohibited

The initiation of an allegation of sexual harassment, will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with Element, employment, compensation or work assignments, promotions, or, in the case of students, grades, class section, or other matters pertaining to status as a student of any Element programs.

Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, an aggrieved person may contact the Compliance Officer or the Director of Human Resources.

Referrals for Victims and Accused

Element may provide victims and accused with a list of counseling services to assist them. A list of agencies that provide such services will be made available to each Compliance Officer.

Student Behavior – Policy

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/27/2024

Scope:
 All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the

lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of

incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room

- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved

- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral interventional plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

School-wide Dress Code Prohibiting Gang Attire

Attire worn at the Learning Center and during school activities and functions should be safe and should not cause distraction or be offensive to others. Students who do not adhere to the appropriate attire will be given the option to change or exit the school activity. Attire must be deemed appropriate by the staff member in charge of the activity or site. The rules on appropriate attire are incorporated into the Student/Parent handbook.

Dress and Grooming – Policy

Element believes that appropriate dress and grooming contribute to a productive learning environment. Element expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

When determining specific items of clothing that may be defined as inappropriate, Element shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, gender, sexual orientation, or other protected characteristics. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

This policy shall be included in student handbooks, may be posted in learning centers, and may be periodically reviewed with all students as necessary.

By following this dress code, students will help maintain a respectful and focused learning environment for all members of the school community.

General Guidelines:

1. Appropriateness: Students should dress in a manner that is conducive to a positive learning environment.
2. Modesty: Clothing and accessories should be modest and not distract from the educational process.
3. Safety and Hygiene: Attire should ensure the safety and well-being of all students and staff.

Acceptable Attire	Unacceptable Attire
Tops • Shirts with sleeves covering top of shoulders • T-shirts, blouses, and collared shirts. • School-branded or spirit wear	Tops • Tank tops, spaghetti straps, halter tops, or tops with plunging necklines • Midriff-baring shirts or blouses

Bottoms • Pants, jeans, and slacks • Clothing that is mid-thigh length or longer • Leggings or tights worn under clothing of appropriate length	Bottoms • Clothing shorter than mid-thigh length • Pants or shorts with holes or excessive rips above mid-thigh • Pajamas (except on designated days)
Footwear • Closed-toe shoes • All shoes must have back support or strap	Footwear • Flip-flops or beach sandals • Slippers • High heels or platform shoes that are unsafe for school activities
Accessories • Minimal and non-distracting jewelry • Sunglasses, hoodies, and other head coverings may be worn outdoors but should be removed indoors • Belts, if needed, should be worn appropriately. • Hats and caps may be worn indoors provided they are not a distraction to the learning environment, they are not touched or shared by students, and student eyes are visible.	Other • Clothing that exposes undergarments. • Inappropriately sheer, tight, or short clothing • Clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, body adornments, or personal items that: • Contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive • Promote drugs, tobacco, alcohol, illegal activity • Could be considered gang-related • Contain obscene, profane, vulgar, lewd, indecent, or plainly offensive text or graphics • Could be in any way disruptive or potentially disruptive to the learning environment or that pose a threat or potential threat to the safety or welfare of students or employees

Special Considerations:

1. Physical Education: Students are encouraged to wear athletic clothing appropriate for physical activities, including athletic shorts, T-shirts, and shoes.
2. School Events and Field Trips: Students should dress according to the specific guidelines provided for these events, considering both appropriateness and practicality.
3. Weather Conditions: Students should dress appropriately for weather conditions, including wearing layers and appropriate outerwear.

Enforcement:

The leadership team reserves the right to address any attire deemed inappropriate and may require the student to change if their clothing does not meet the dress code standards. When practical, students shall not be directed to correct a dress code in front of other students.

Students who violate the dress code may face consequences such as being sent home to change, receiving a warning, or other disciplinary actions as deemed necessary.

The policy may be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary.

Safe Ingress and Egress

Community Montessori and Dimensions Collaborative Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

School procedures for creating safe ingress and egress for normal day operations.

EEl recognizes the importance of providing a safe learning environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for safe ingress and egress.

EEl recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of school. In addition, EEl recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and prevention of student injury. As part of EEl's coordinated approach to supporting student wellness and safety and enhancing student learning, the Executive Director or designee shall develop and implement appropriate practices and strategies to establish and promote safe routes to school program activities and to minimize the risk of harm to students including, but not

limited to, identifying student drop off and pick-up locations, the traffic flow patterns during arrival and dismissal, supervision schedule outlining supervision posts during school hours, a description of the procedures required for access on premises by visitors, and measures to insure visitor badges are not counterfeited.

Students arrive in various ways. Most students are driven to school or walked to school by parents or guardians and some students drive themselves to school. All cars are directed to enter the school parking lot and exit the school parking lot in a specific pattern. Staff supervise both student ingress and egress to and from school.

School procedures for creating safe ingress and egress during an emergency situation.

EEl recognizes the importance of providing a safe learning environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for safe ingress and egress during an emergency situation.

The Executive Director or designee shall develop and implement emergency specific practices and strategies to establish and promote safe routes to school program activities and to minimize the risk of harm to students including, but not limited to, identifying student drop off and pick-up locations, the traffic flow patterns during arrival and dismissal, supervision schedule outlining supervision posts during school hours, a description of the procedures required for access on premises by visitors, and measures to insure visitor badges are not counterfeited.

Students arrive in various ways. Most students are driven to school or walked to school by parents or guardians and some students drive themselves to school. All cars will be directed to enter and exit the school parking lot as per the emergency in place. Staff supervise both student ingress and egress to and from school in emergency situations.

Safe and Orderly Environment

Community Montessori and Dimensions Collaborative Specific Goals, Objectives and Action Steps

Element Education Mission Statement:

Element Education's schools and programs shall inspire each child's natural desire to learn by offering choice, flexibility, and learning standards based on learning styles and the developmental stages of the learner. This is accomplished through the use of research-based learning styles programs and in partnership with parents and community resources.

To prepare students to become citizens capable of discipline, synthesis, creativity, respect, empathy, and ethics for success in 21st century society by offering an alternative to the traditional educational setting by incorporating a wide variety of educational philosophies, methods of study, resources, and methods of evaluation to empower student agency and promote a culture of education which empowers students to become self-directed life-long learners.

Policies & Procedures on Positive School Climate

Element Education schools are positive discipline lab schools.

Positive Discipline Lab Schools are schools that implement the Positive Discipline Model school wide. These schools are recognized for their intention to broadly implement Positive Discipline. Lab school staff have received training in Positive Discipline and work closely with a Positive Discipline Certified Trainer or Lead Trainer to support program development.

Positive Discipline activities for students are used to teach important academic, social, and emotional skills. The Positive Discipline Class Meeting model provides integrated practice for students solving real life problems. Positive Discipline Parent Education is provided to support parents and caregivers. Adlerian theory and practical application are intended to be felt throughout the culture and climate of the entire school.

GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – People and Programs			
Goal 1: Students will understand and consistently follow the behavior expectations in the physical and virtual classroom settings			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Tier 1 and Tier 2 social emotional strategies will be defined and in use by all teachers		
Action Step 1a.	Continued PD in Positive Discipline procedures	MTSS Team Behavioral Counselor	
Objective 2:	70% of students receiving tier 2 interventions will show improvement in their area of need		
Action Step 2a.	Student and parent will continued to be taught Positive Discipline strategies.	MTSS Team	
Action Step 2b.	Teachers and staff will model mutual respect through firmness and kindness	Teachers Staff	
Action Step 2c	Create effective data collection measures for student behavior	Research & Evaluation Manager MTSS Team	
Objective 3:	School-wide commitment to being a Positive Discipline Lab School		
Action Step 3a.	Staff will continue to be trained in Positive Discipline strategies and how to apply them in their work setting.	Behavioral Counselor MTSS Team	
Action 3b	Implement and monitor use of Positive Discipline strategies	Behavioral Counselor MTSS Team EFs	

Component 2 – Places and the Environment			
Goal 1: Effective procedures will be followed to maintain a safe site.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Enhancing safety practices.		
Action Step 1.a	Continue with conducting building safety audit with local law and fire departments.	COO / Operations Manager	
Action Step 1.b	Continue training managers on conducting safety drills.	COO / Operations Manager	
Action Step 1.c	Prioritize building maintenance and cleanliness.	COO	
Action Step 1.d	Keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.	COO	
Action Step 1e	Train staff on Workplace Violence Prevention Plan	HR / Operations Manager	
Action Step 1f	Create a safety training plan for volunteers, visitors, and independent contractors	COO / Operations Manager	
Objective 2:	Training on documentation procedures		
Action Step 2.a	Continue training all staff on safety documentation (forms to be used for drills and injuries) including how to complete, when to use, and where to submit.	HR / Operations Manager	
Action Step 2.b	Update and revise documents/forms as needed.	HR	
Action Step 2.c	Provide substitutes (as-needed staff) an identification badge, folder containing emergency procedures and general school information (map and bell schedule)	HR / ASO	
Action Step 2.d	Train staff on using -School Pathways to document student injuries.	HR / ASO	
Action Step 2e	Create and train staff on anonymous reporting procedures for workplace violence prevention	HR / Operations Manager	
Objective 3:	Emergency Response Team and Professional Development		
Action Step 3.a	Continue training Team members on roles and duties.	COO/ Operations Manager	
Action Step 3.b	Ensure each role is provided with necessary materials to carry out duties	COO / Operations Manager	
Action Step 3.c	Continue meetings with Safety Committee.	COO / HR / Operations Manager	

Rules and Procedures on School Discipline

Community Montessori and Dimensions Collaborative adhere to Element Education Policies on School Discipline

Student Behavior – Policy

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/27/2024

Scope:
All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present

- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to

intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm

- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or

- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Procedures for Conducting Tactical Responses to Criminal Incidents

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to Element Education's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Threat Assessment Guidelines (CSTAG) Threat Assessment Procedures
Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

Element Education has adopted the CSTAG Threat Assessment Procedures.

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All EEI sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime.

THREATS

In addition, EEI personnel engage in *The Comprehensive School Threat Assessment Guidelines (CSTAG)* developed by Dr. Dewey Cornell. If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited to administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat
 - Contact student's parents if necessary.
 - Notify intended victim's parents if necessary.
 - See that threat is resolved through explanation, apology or making amends.
 - Consult with Executive Director, Chief Operations Officer, and/or School Director if necessary.
 - Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
 - Follow discipline procedures as per Board Policies and Administrative Regulations.

- OR**
- Develop Behavior Intervention Plan or Behavior Contract as appropriate.

- Decide if the substantive threat is serious and respond to the serious substantive threat.
- Mobilize threat assessment team members as needed.
- Contact student's parents.
- Notify intended victim's parents.
- Protect and notify intended victim and parents of victim.
- Caution the student about the consequences of carrying out the threat.
- Provide direct supervision of student until parents assume control
- Consult with Executive Director, Chief Operations Officer, and/or School Director
- Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate
- Follow discipline procedures as per Board Policies and Administrative Regulations
- Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat
 - Mobilize threat assessment team members as needed.
 - Contact student's parents
 - Notify intended victim's parents
 - Protect and notify intended victim and parents of victim
 - Caution the student about the consequences of carrying out the threat
 - Provide direct supervision of student until parents assume control
 - Consult with Executive Director, Chief Operations Officer, and/or School Director
 - Conduct mental health assessment
 - Follow discipline procedures as per Board Policies and Administrative Regulations
 - Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, compliance officer and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow EEL's procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to assess and respond to dangerous and unlawful activity.

Element Education, Community Montessori, and Dimensions Collaborative are committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Element Education's procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Community Montessori and Dimensions Collaborative adhere to the following Law Enforcement Notification Matrix in

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
- Bomb threat/Suspicious package - Firearm on campus - Explosive on campus - Fire - Immediate risk of harm to student(s) and/or staff - Intruder on campus - Medical emergency - Possible abduction	- Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) - Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement - Report of sexual assault or battery (Grades 4-12) (EC 48902) - Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse - Homicidal threat (Grades 6-12) (EC 49390) - Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	- Physical attack, assault or threat toward employee (EC 44014) - Possession of controlled substance (EC 48902) - Possession of other dangerous weapon (EC48902) - dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Procedures to Respond to Individuals Experiencing a Sudden Cardiac Arrest

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest.

Element Education is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

All employees are CPR, First Aid, and AED certified.

See Functional Annex F.

Procedures to about the Presence of Immigration Enforcement on a School site.

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to Notify of the Prescence of Immigration Enforcement on a schoolsite.

EEI, Community Montessori and Dimensions Collaborative will provide notification to parents and guardians, teachers and administrators, and school personnel when the school confirms the presence of immigration enforcement on a school site. "School site" in this context means an individual school or campus, a school-sponsored activity, or a school bus or other form of district provided transportation.

Community Montessori and Dimensions Collaborative will use the following modes of communication for the notification:

- All school personnel
 - No Direct Threat to Safety: Via email to affected school personnel
 - Direct Threat: Via Microsoft Teams chat to affected school personnel
- Parents/Guardians:
 - No Direct Threat to Safety: Via email and post on Parent Square to affected parents/guardians
 - Direct Threat: Via push notification on Smart Alert or Parent Square to affected parents/guardians

The notice will include the date and time the immigration enforcement was confirmed and the location of the enforcement activity.

Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, or school bus or transportation, or there is substantial disruption at these locations.

Immigration Enforcement Policy

Protocol for Pupils Suffering or Believed to be Suffering from an Opioid Overdose

Community Montessori and Dimensions Collaborative adhere to Element Education's Opioid Response Protocol

EEI, Community Montessori, and Dimensions Collaborative primary goal in the fight against opioids and fentanyl use is prevention.

Community Montessori and Dimensions Collaborative will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Students completing courses in health education receive information related to dangers of fentanyl use

The California EC §49414.3 authorizes charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to volunteered and trained personnel. Each school site has been provided with Naloxone or another opioid antagonist – medication that rapidly reverses an opioid overdose.

In the event a pupil is suffering or reasonably believed to be suffering from an opioid overdose, volunteer employees have been trained in recognizing an opioid overdose and steps on how to administer an opioid antagonist.

Bullying Prevention Policies & Procedures

Community Montessori and Dimensions Collaborative adhere to Element Education's Policies on Bullying Prevention

Prohibition of Discrimination, Harassment, Intimidation, and Bullying - Policy

Subject: Prohibition of Discrimination, Harassment, Intimidation, and Bullying
Date of Origination: 4/17/2013
Last Revision Date: 6/25/2019

Scope:
All stakeholders of the Organization.

This policy shall apply to any and all activities conducted by an Element School such as, but not limited to, learning center classes, field trips, clubs, and social events. The Executive Director, or designee, shall ensure compliance with this policy.

Policy:

1. Bullying (including cyber-bullying), harassment, discrimination and intimidation in any form are prohibited at school-related activities or outside of school hours with the intention to be carried out during any school-related activity.
2. Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, immigration status, and/or sexual orientation.
3. The Organization further prohibits the inciting, aiding, coercing, or directing of others to commit acts of bullying or cyber-bullying, discrimination, harassment, or intimidation.
4. Any form of retaliation in response to a report of such acts is prohibited and the identity of the complainant will remain confidential, as appropriate.
5. Staff shall receive annual training on the definition and forms of discrimination, harassment, intimidation, and bullying as well as appropriate actions for prevention and response.
 - a. An online training module can be found on the Organization's internal website to assist all staff, parents, and students in their knowledge of the dynamics of bullying and cyberbullying. The online training module includes identifying acts and implementing strategies to address bullying and cyberbullying.
 - b. The Organization will annually update its list of available online training modules related to bullying and bullying prevention.
 - c. Staff shall receive annual training on bullying and cyberbullying via the online training module.
 - d. Staff shall receive information on existing Organization and community resources related to the support of lesbian, gay, bisexual, transgender and questioning (LGBTQ) pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation. Resources may include peer support or affinity clubs/organizations, safe spaces for LGBTQ or other at-risk pupils, counseling services, designated trained staff to support pupils, online training, and physical and mental health providers.
6. This policy shall be posted and/or made available for review.
7. This policy and the complaint procedure shall be published in the Parent Handbook.

Complaint Procedure/Action:

1. Any staff member who witnesses and/or overhears such actions, or to whom such actions have been reported, must take prompt and appropriate action to stop the behavior and to prevent its recurrence as outlined.
2. Students who witness and/or overhear such actions must report the behaviors to a staff member. Parents/guardians and district visitors are encouraged to report the behaviors to a staff member.
3. In the event an action is not resolved to the satisfaction of the complainant by the immediate staff member, a written complaint must be provided to the School Director within twenty-four (24) hours of occurrence. The School Director shall promptly investigate alleged violations of this policy and respond in writing within seventy-two (72) hours of the complaint.
4. Should the complainant disagree with the School Director's resolution of the complaint, an appeal can be made to the Executive Director. All written complaints and resolutions shall be kept on file in the Director of Human Resource's office for four years.

Outside Agency Use of Facilities

Element Education values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. Element Education has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with Element Education wishing to use school facilities for disaster services prior to any need, Element Education will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the business department to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the CBO (business department) immediately for assistance and guidance.

Memorandum of Understanding

Currently, Element Education does not have any MOU's established with outside agencies.

Instructional Continuity Plan

Community Montessori and Dimensions Collaborative School adhere to Element Education's Instructional Continuity Plan

The purpose of the Instruction Continuity Plan (ICP) is to ensure that our schools continue to support high quality learning to all students without significant disruption in the event of a natural disaster or emergency. The guiding principles of the ICP are to maintain the safety and well-being of students, staff, and families, ensure continuity of learning, and provide clear communication to all parties regarding expectations and available resources.

Community Montessori and Dimensions Collaborative School (Element Schools) are independent study charter schools. As such, we are uniquely positioned to maintain a high level of support during emergencies.

Both schools operate learning centers for optional part-time instruction. In the event of an emergency or natural disaster Element Schools will discontinue on-site instruction and provide only distance-based support until the conditions of the emergency or natural disaster have ceased.

I. Communication

Element Education will use a two-way school-wide communication platform (i.e. Parent Square) to inform students and families of emergency alerts, the conditions of our sites, and the options for support. All staff will be notified by email.

Element Education will engage with students and families as soon as practicable, but no later than five calendar days following an emergency.

Two-Way School-Wide communication platforms may include, but are not limited to, text messages, phone calls, emails, school portal, social media, newsletters, school-website postings, and flyers. Element Education is cognizant that unforeseen events, such as power outages and damages to infrastructure, may impact the method for communication used.

II. Technology

All students have school email addresses and a single-sign-on providing access to online curriculum. Those who do not have internet in their home have been provided with mobile hotspots by the school. Families will be surveyed to ensure there are no gaps during the site closure.

Element Education will facilitate distribution of materials needed to support remote learning to ensure equitable access to learning.

III. Instruction and Assessment

Element Education shall provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Students are provided with home study resources including online curriculum, allowing them to complete coursework remotely without interruption.

As conditions allow, Educational Facilitators (EF) will be available each school day to support students in their home studies including, but not limited to, virtual office hours, virtual tutoring, and virtual lessons. Independent Study contracts may need to be revised to modify academic goals depending on the event's impact on the student.

IV. Professional Learning

All staff have been trained on Microsoft Office (including Teams) and School Pathways. Each are competent in managing their rosters remotely.

V. Well-being

As a program based on a holistic approach to learning, student emotional well-being will continue to be at the forefront of our practice recognizing needs for social-emotional support and mental health needs may increase during this time.

Element Education will provide staff, students, and families with information and access to well-being resources.

VI. Support Services

As conditions permit:

- Education Specialists (ES) will continue to provide services to students with IEPs as well as English Learners..

- Element Education will ensure students experiencing homelessness or foster youth will have equal access to instructional resources during a natural disaster or emergency.
- Shelf-stable meals will be available, as appropriate, for pick up
- Behavioral Counselor will be available, as-needed

VII. Collaboration

Office hours will be scheduled each afternoon for staff to connect and check in with each other and collaborate on needs they are recognizing.

VIII. Site Re-Opening

On-site instruction will commence once the following conditions are in place:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Facilities up and running for meals

Element schools will coordinate internally with functioning Element school sites to relocate students if necessary to maintain the highest quality of education and peer interaction.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff, have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS: Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to ensure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to ensure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible

	3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement • Last known location • Physical description • Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	ACTIONS – ALL SCHOOL STAFF <u>Goals 1 Actions</u> a) Initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible • <i>Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now.”</i> <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. • Provide as much information as possible (slow down – be calm): ○ State the emergency: “I hear gunfire.” “I saw...” ○ Give information on people who are wounded ○ Location of the assailant (if known) ○ Description of the assailant (if known) ○ Your precise location: “room ____” ○ The number of children with you • Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call c) All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur d) Act immediately if you or your students: ○ hear a sound that <u>might be</u> gunfire

	○ see something that <u>looks like</u> a weapon being carried or used on or near the campus ○ sense any other indication of active shooter / armed assailant threat. ○ Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students ○ Be decisive. Communicate your plan to your students and act quickly. ○ Call 911 and the School Office as soon as it is safe to do so e) Options: <i>Run, Hide or Fight</i> • Run: If you can get yourself and your students safely away from danger, do so immediately ○ Do <u>not</u> evacuate unless you... ▪ know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts), ▪ and can visualize a route that will get your students and yourself safely off campus ○ Don't carry anything with you ▪ Police may mistake an item in your hands as a weapon ▪ Leave everything behind ○ If you encounter people along the way... ▪ <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come ▪ <u>Students</u>: Warn any students you encounter and take them with you. You may use reasonable force to take a student with you <i>if you can do so without endangering yourself or the other students in your care</i> ○ Place terrain and buildings between you and the assailant to cover your escape ○ Keep going until you are certain you are out of danger ○ Call 911 as soon as it is safe to do so ○ Keep your students with you. Call <u>(858) 449-7032</u> to report your location and obtain instructions • Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN ○ Lock the doors ○ Close and lock windows and close blinds or cover windows ○ Turn off lights ○ Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door ○ Silence all electronic devices ○ Remain silent ○ Position occupants spread out and out of line of site from room entrance. ○ Prepare to take action if the assailant attempts to get in the room ○ Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries ○ Call 911 as soon as it is safe to do so ○ Remain in place until evacuated by identifiable law enforcement officers • FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions ○ If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in ▪ Construct a strong barricade

	▪ If you have another way out (a window or back door) use it while the assailant is attempting to get in ▪ If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) ○ Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant f) Special Topics • <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in • <u>Run</u> – If you encounter injured persons while you are trying to get out of danger... ○ And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety ○ And you are alone and the individual can run with help, and it is safe, help them escape • <u>Hide</u> – If someone is injured where you are hiding, secure the room before tending to the wounded ○ As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding • <u>Fight</u> – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so ○ If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan ○ If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control • <u>Law Enforcement</u>: If you encounter law enforcement officers... ○ Immediately raise your hands in the air and display your open palms ○ Don't run up to officers or attempt to hug or talk to them ○ Don't talk unless they ask you a question ○ Do exactly what they tell you to do • <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it: ○ Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon ○ Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it • <u>Ongoing Communication</u>: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident • <u>Extended Day Programs / After School Activities</u>: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs SITE ADMINISTRATOR ACTIONS: Follow the "All Staff" guidance described above

Goal 2 Actions

- a) Notify the district office after you call 911
- b) If possible assist emergency personnel
 - Assist police in entering the school
 - Provide officers with keys, maps and any other information requested

Goals 3 Actions

- a) Gather as much information as possible regarding the following:
 - Information on the shooter and provide to law enforcement
 - Last known location
 - Physical description
 - Weapons observed
 - Information on the location of injured, and their condition, and provide to law enforcement
 - Information on the location and names of staff, students, and visitors in lockdown
- b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
 - Give as much information as possible to help staff make appropriate options-based response actions
 - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
 - Can provide you with information regarding the suspect (location, name, clothing, etc.)
 - (They) Or someone with them needs immediate medical attention
 - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

STAFF ACTIONS**Goal 2 Actions****a) Emergency Operations Center (EOC)**

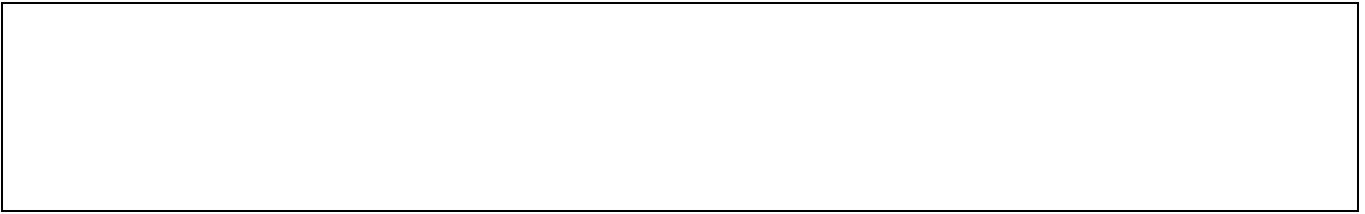
- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification

- The Operations Section should prepare an off-site evacuation site for reunification
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
 - School staff and students will remain in lockdown until evacuated on a room by room basis
 - Buses should be placed on standby for evacuation
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

	c) Crisis Intervention • A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification • This team will also provide ongoing support throughout the recovery phase of the emergency response • Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery • Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	SITE ADMINISTRATOR AND EOC ACTIONS <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. <u>Goal 2 Actions</u> a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: • Family assistance

	• Victim assistance • Coroner procedures • Funerals (who goes/who stays and works) • Memorials • Anniversaries • Mental Health support • Employee & Staff meetings • Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: • Biohazard clean-up • Utilizing another school/building for short term • Restoring/reorganizing current buildings • Demolition of building where individuals became victims • Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: • Determine a safe, inviting area for counseling/debriefing to occur • Provide food, water, sanitation for workers and those provided services • Develop a plan for media staging • Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: Follow directives of the administration and responding agencies to assist with recovery efforts
REFERENCES	



BOMB THREAT

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.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone STAFF ACTIONS <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills

	c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE: • Listen. Do not interrupt caller • Keep the caller on the line with statements such as <i>"I am sorry, I did not understand you. What did you say?"</i> • Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line • Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: • Note the way the threat was delivered, where it was found and who found it • Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement • Caution students against picking up or touching any strange objects or packages • Notify principal or site administrator <u>Goal 2 Actions</u> a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions

- a) Follow the directions of the site administrator or law enforcement
- b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
- c) Upon arrival at the designated safe site, take attendance
- d) Notify the principal/site administrator of any missing students
- e) Do not return to the building until emergency response officials determine it is safe.
- f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

SITE ADMINISTRATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 2 Actions

- a) 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
- b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
- c) Notify District Office of situation and request any necessary assistance

Goal 3 Actions

- a) Work with law enforcement or threat experts to analyze the details of the threat
- b) Instruct staff and students to turn off any pagers, cellular phones, smartwatches or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
- c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
- d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions

- a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
- b) If it is necessary to evacuate the entire school, use the fire alarm
- c) Do not return to the school building until it has been inspected and determined safe by proper authorities
- d) Avoid publicizing the threat any more than necessary

SEARCH TEAM ACTIONS**Goal 3 Actions**

- a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas
- b) 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)
- c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	
COPS Problem-Specific Guide Series: Bomb Threats for Schools https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf CISA What to Do – Bomb Threat https://www.cisa.gov/what-to-do-bomb-threat REMS Bomb Threat Table-Top Exercise https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf REMS Bomb Threat Drill Observation Checklist https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf	

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked STAFF ACTIONS <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC d) Staff provides accountability report and situation status of any hazards

	<u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Objectives</u> If possible, notify staff and students to Drop, Cover and Hold-On. Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris Call 9-1-1 if necessary Notify the Superintendent's Office or EOC of situation of any significant injuries or damage Determine who will inform public information media as appropriate. Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures Implement accountability procedures If there is evidence of a gas leak, designate someone to turn off gas valves Activate the Incident Command Team, if necessary Search and Rescue First Aid/Medical Reunification Team Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders Implement Reunification Plan as necessary (See Functional Annex B) Post guards a safe distance away from building entrances to assure no one re-enters Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

	STAFF ACTIONS: <u>Goal 1 Actions</u> Provide accountability report to Incident Command/administration. Provide a report of any hazards or situations that need attention to Incident Command/administration As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> Determine the need for evacuation or other emergency actions by quickly assessing the situation Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries Check for injuries and render First Aid After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris If Incident Command Team is activated, fill designated position Extinguish any flames and turn off power to equipment and electrical appliances, if possible Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet After shaking stops, check for injuries, and render first aid Check attendance. Report any missing students to principal/site administrator Stay alert for aftershocks Keep a safe distance from any downed power lines Do NOT re-enter building until it is determined to be safe If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then

	students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area If Incident Command Team is activated, fill designated position <u>During non-school hours</u> SITE ADMINISTRATOR ACTIONS Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions Confer with District Superintendent if damage is apparent to determine the advisability of closing the school Notify fire department and utility company of suspected breaks in utility lines or pipes If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: • Academics recovery

	○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment • Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services • Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair. Access long term recovery funding through loans, community grants or federal support • Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits ○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses

	d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process • Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

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".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response STAFF ACTIONS: <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team • Direct search and rescue team to be sure all students and personnel have left the building • Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation STAFF ACTIONS: <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary • Assess needs of individuals and campus including: • Mental health care • Debris removal • Soot/smoke (odor) removal including HVAC system • Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services <u>Goal 2 Actions</u>

	a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement STAFF ACTIONS <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

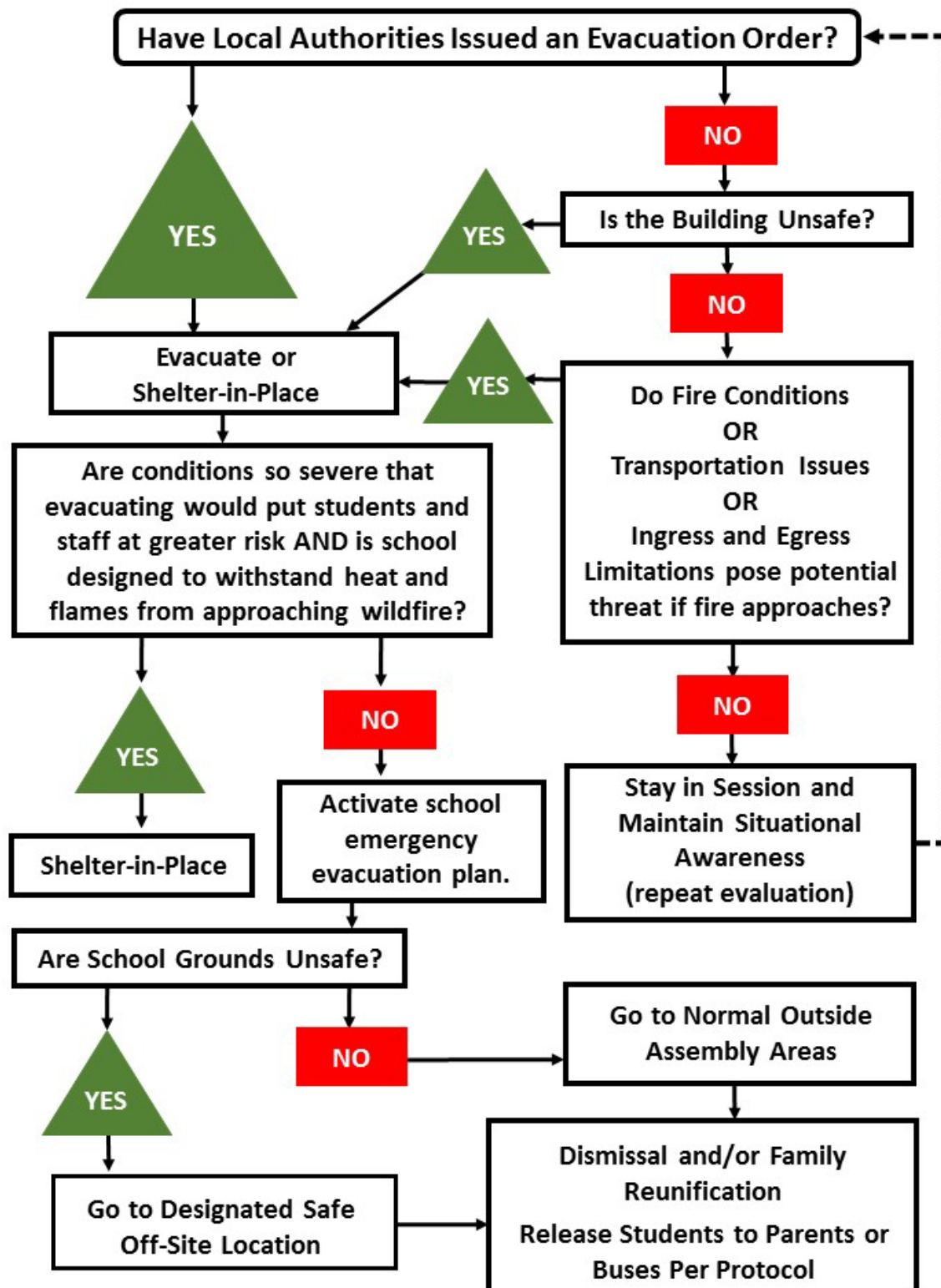
BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans <u>Goal 2 Actions</u>

	a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response STAFF ACTIONS <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration <u>Goal 3 Actions</u> a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: • voluntary evacuation • early dismissal • mandatory evacuation • shelter-in-place

	• campus closure e) Consider the following while implementing response action • Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) • Food and water • Transportation • Security and Safety • Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary • Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation STAFF ACTIONS: <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Effectively communicate to all stakeholders

	2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:



Memo: Get Smart about Wildfire Smoke - Guidelines for Schools and Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts across California.

These massive disasters blanketed entire regions with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, wildfire smoke can settle hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

This is why leaders from the education, air quality, and public health communities have developed and updated state guidance regarding air quality for California schools during wildfire smoke days.

These guidelines are intended to advance local conversations between school districts, public health officers, air districts, the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts to hold these conversations ahead of the school year.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community go to the site below.

<https://ww2.arb.ca.gov/california-air-districts> Thank you for your partnership on this critical issue.
Air Quality Index (Rev 10/21/24)

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit the California Air Resources Board page to learn which district serves your area. <https://ww2.arb.ca.gov/california-air-districts>



Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

***AQI above 100:** All children are considered sensitive to the health effects of air pollution because their lungs and immune systems are still developing. Children with lung or heart conditions may require extra precautions. Schools **may consider moving exercise indoors**. Indoor exercise should be conducted in areas that **have better air quality than outdoors**. For guidance on creating a clean air space indoors, see section "Recommendations for Ensuring Cleaner Air at school" of this document.

****AQI above 200:** School districts may consider school closures based on site-by-site concerns. To be eligible for a waiver from the State Superintendent of Public Instruction, due to emergency conditions (<https://www.cde.ca.gov/fq/aa/pa/j13a.asp>), poor air quality must be shown to be caused by an emergency event such as a wildfire. A School Emergency Reporting System (<https://www.cde.ca.gov/ls/ep/>) report should also be done if a school is closed due to poor air quality.

Note: See section "**Considerations for School Districts**" from the California Department of Education: *Before You Make a Decision to Close a School*.

Air Quality Guidance Template for Schools

About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA). Current air quality, outdoor activity guidance for schools and wildfire smoke management can now be found at AirNow. The guidelines are designed to assist in your decision-making process. AirNow's website is <https://www.airnow.gov/>.
- Modify the above chart as needed after consultation with your local county office of education, school districts, air district, and public health experts to determine which air quality monitoring methodology, such as Air Quality Index (AQI), total emissions concentration, or other air district-recommended method best applies in your school district.
- These guidelines and the above chart are not intended to supersede existing guidelines and policies developed by local authorities. School closure and event cancellation is ultimately a district decision for each site based on local conditions.
- The health impact of smoke depends on the sensitivity of the person, intensity of activity and length of exposure. The worse the smoke is, the more important it is to take breaks and watch for symptoms. Children with respiratory or heart conditions are more vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider.
- Air quality can worsen during hotter conditions, as higher temperatures can lead to an increase in ozone, a harmful air pollutant. While these guidelines do not address extreme heat, you can find guidance and resources from the California Department of Public Health (CDPH) on the website listed below
<https://www.cdph.ca.gov/Programs/EPO/Pages/Extreme%20Heat%20Pages/extreme-heat-guidance-for-schools.aspx>

Using the Guidelines:

- School districts will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example is U.S. EPA's AQI, available at AirNow. However, because other air quality tracking tools may be used in your jurisdiction, it is recommended to contact your local air district for advice on the most appropriate tools to use for your region.
- School districts should make decisions about school activities and closures based on local air quality conditions, the availability and quality of school building air filtration, and direct observation of onsite indoor/outdoor air quality.
- Move school activities indoors if the air indoors is actually cleaner.
- School districts should report any school closures to the School Emergency Reporting System (SERS) and their County Office of Education for media notification, as well as announce closures to families using normal school closure procedures. SERS location on the California Department of Education (CDE) website is <https://www.cde.ca.gov/ls/ep/>

Additional Air Quality Information & Resources

About AirNow.gov:

- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources school districts can use that will best represent local air quality

About Masks:

- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning system with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for U.S. EPA recommendations for air filtration. https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf
- Install portable HEPA filters in classrooms where possible
- Approved filters: <https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm>
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

Considerations for School Districts from CDE-Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school:

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students
- **Physical Activity.** Children and adolescents need physical activity. School-based programs occurring before, during, and after school are important in providing the recommended amounts of physical activity as shown in the infographic from the Centers for Disease Control https://www.cdc.gov/healthyschools/physicalactivity/school_pa_benefits.htm

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the school calendar.
- In the event of a closure due to qualifying emergency conditions, to receive credit for the loss of instructional time, LEAs may submit a Request for Allowance of Attendance Due to Emergency Conditions (Form J-13A). <https://www.cde.ca.gov/fg/it/j13a.asp>
- For information on the J-13A process, please refer to the J-13A School Closure Quick Reference Guide and email attendanceaccounting@cde.ca.gov. <https://www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf>

National School Lunch Program Meal Reimbursement:

- California Education Code Section 49505 allows for eligible LEAs that operate the National School Lunch Program and School Breakfast Program to submit an application for disaster reimbursement to help offset fixed expenses incurred during a disaster. The disaster would require a state or federal declaration for the county affected by the disaster.

- The form to apply for disaster relief payment is available on the CDE School Nutrition Services Division web site under the section named Application Process, Application for Meal Reimbursement During Disaster <https://www.cde.ca.gov/ls/nu/disasterguidance.asp>

Guidance for Families When Schools are Closed:

- Check local air quality at AirNow's website <https://www.airnow.gov/>. Stay indoors with doors and windows closed and avoid overheating.
- Create a clean air room. See U.S. EPA's suggestions at <https://www.epa.gov/emergencies-iaq/wildfires-and-indoor-air-quality-schools-andcommercial-buildings>.
- Visit CARB's Smoke Ready California for more guidance at <https://ww2.arb.ca.gov/smokereadyca>.
- Consult a physician if you have concerns about your child's health.

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 Learning Center 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.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder • Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to ensure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods • Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence • Ensure entrances such as doors and gates are secure and in proper working order • Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Initiate Lockdown. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in 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" d) Take measures to keep subject away from students and building e) 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 f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder b) Keep subject in view until police or law enforcement arrives STAFF ACTIONS: <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon

	b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue STAFF ACTIONS <u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights

	<u>Goal 2 Actions</u> a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills <u>Goal 3 Actions</u> a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis <u>Goal 2 Objectives</u> a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation <u>Goal 2 Actions</u> a) Notify staff and students of emergency procedures to implement • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents <u>Goal 3 Actions</u>

	a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector STAFF ACTIONS <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses

	d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Immigration Enforcement on or Near School Grounds

Scenario: Immigration enforcement officers are operating on school grounds or in areas near enough to the school to impact school routines and attendance.

Background:

- a. The Department of Homeland Security has rescinded its sensitive locations policy that restricted enforcement by Immigrations and Customs Enforcement (ICE) at or near K-12 campuses. Immigration enforcement officers must still have proper authority to enter the non-public areas of a school campus, but they can access public areas on and near a K-12 campus without the consent of school officials.
 - Public areas are places on a school campus where the public can enter without authorization. School parking lots and areas that are not fenced or that allow unmonitored access are generally considered public areas.
 - Non-public areas of the school are those that cannot be entered without the express authorization of school officials. These areas generally include the interior of school buildings, fenced areas of the school campus, and areas with posted signage indicating that permission is required to enter.
- b. [Senate Bill 98](#) amends several provisions within the California Education Code, including section 32282(a)(2)(N) which adds the requirement that all public schools, including charter schools, incorporate procedures into their Comprehensive School Safety Plans (CSSP) for notifying “parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site.” The bill requires:
 - a. The content and timing of the notification should consider the safety and well-being of the students, employees, and community members of the school site in the issuing of such notifications.
 - b. Notifications must include the date and time the immigration enforcement was confirmed, and the location.
 - c. The school should include the required notification procedures in the CSSP no later than March 1, 2026.

Related Annexes:

Person Detained by Immigration Authorities
 Child Left at School
 Student Demonstration

Immigration Board Policy and Administrative Regulation

BEFORE	
Goals:	1. Implement physical controls and/or signage to limit access to non-public areas of the school 2. Prepare to support student needs in response to immigration enforcement activities at or near the school 3. Develop procedures for notifying parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on or near the school site 4. Prepare staff to respond appropriately to reports of immigration enforcement officers on or near school
Objective(s):	<u>Goal 1 Objectives: Safeguard access to non-public areas of the school</u> a. Identify all public and non-public areas of the campus b. Assess visitor check-in policies and procedures to determine if they ensure that all visitors will be restricted to the public areas of the school c. Assess the need for physical controls (monitored access points and signage) at the entrances to the non-public areas of the campus to ensure that non-public spaces are clearly designated with signage that restricts entry to students and staff and requires all visitors to register at the school office d. Collaborate with extended day programs to ensure the limiting of access to non-public areas of campus before and after school hours e. Review the programs and activities that utilize the school facility to delineate those that are open to the public and those which should be classified as non-public <u>Goal 2 Objectives: Prepare to support student needs</u> a. <u>Students Remaining at School</u>: Have a plan for students who are unable or afraid to leave school at dismissal b. <u>Mental Health</u>: Prepare to implement the Mental Health Crisis Intervention annex c. <u>Reunification</u>: Prepare options for reunification of children in emergency childcare with their parents d. <u>Education</u>: Prepare to provide distance learning options and tutoring support for children whose attendance is disrupted by immigration enforcement e. <u>Before-/After-School Care</u>: Prepare for an increased demand for before/after school care f. <u>Access to Meals</u>: Develop strategies to improve access or provide a replacement for school provided meals, for students whose families are impacted by immigration enforcement <u>Goal 3 Objective: Prepare immigration enforcement notification procedures</u> a. Define the parameters that will be used to determine if notification is required b. Create scenario-based criteria to determine the means and timing of notifications c. Prepare translated call scripts and letter templates for likely scenarios <u>Goal 4 Objectives: Prepare staff to respond appropriately</u>

	a. Educate all employees on the distinction between public and private spaces, and alert them to the possibility that immigration officers can choose to operate in the public spaces on and near campus b. Advise employees that they are prohibited from granting access to the non-public areas of the campus and required to refer to the school office anyone seeking access to the non-public areas of the campus c. Train employees on the school's plan for responding to immigration enforcement activities: 1. In a non-public area of the school property 2. In a public area of the school's property 3. Near the school 4. During an extended school day program extracurricular activity
Courses of Action:	LEA ACTIONS <u>Goal 1 Actions: Safeguard Access to Non-Public Areas</u> SCHOOL DIRECTOR a. Use copies of the school map to label the areas of the campus that are open to the public (public) and not open to the public (non-public) during the following: 1. Before-school programs or activities 2. School hours 3. After-school programs or activities b. Review and revise the school's written policies and procedures on visitors to ensure that all outsiders, including immigration enforcement officers, will not be allowed unauthorized access to the non-public areas of the school during: 1. Before-school programs or activities 2. School hours 3. After-school programs or activities SAFETY TEAM: School Director, Regional Manager, Maintenance/Custodian, ASO, Operations Manager SAFETY TEAM SITE WALK a. To prepare for the site walk, the team will review: 1. The school maps that were created by the Operations Manager to label the public and non-public areas of the campus during before-school programs and activities, during school hours, and during after-school programs and activities 2. Review the school's written policies and procedures on visitor access during a. Before-school programs or activities b. School hours c. After-school programs or activities b. Conduct a walk-through review of all non-public areas of the school to ensure that there are sufficient controls in place to prevent visitors or intruders from accessing the non-public areas of the campus. Be sure to include all: 1. Entrances and gates on the perimeter of the campus

	2. Access points on the interior of the campus (like the lobby of the school office) that lead to non-public areas of the campus Address the following key questions during the review: 1. Could an individual gain unchallenged access to the non-public areas of the campus through this point of access during: a. Before-school programs or activities? b. School hours? c. After-school programs or activities? 2. Is there signage present that clearly: a. Restricts access to the non-public areas of the campus to students and authorized personnel? b. Requires visitors to register at the school office? 3. Does the signage address the entry procedures for before- and after-school programs and activities? c. Identify and implement solutions needed to correct all noted deficiencies. <u>Goal 2 Actions: Prepare to support student needs</u> LEA LEADERS Immigration Enforcement Response Team: Chief Operations Officer, School Director, Operations Manager, Behavioral Counselor, School Psychologist - o To be deployed to sites during a crisis SITE SAFETY TEAM a. <u>Temporary Childcare</u>: A plan will be put in place to provide supervision for students who are unable or afraid to leave campus. Scenarios: 1. Multiple students expressing fear about leaving the campus due to immigration enforcement concerns. A room, big enough to accommodate multiple students, will be designated as a place for students to stay and wait. An staff member will be assigned to be with students. Student emotional-well being Behavioral Counselor will be contacted, if needed. 2. Officers carrying rifles are active on the street adjacent to the school just before dismissal. Place the school in “secure campus” until the area is safe for students 3. Immigration enforcement officers in tactical gear and carrying rifles are active on a route home used by students who walk. Procedures regarding communications with families will be implemented prior to students leaving school site. 4. Following reports of immigration activity near the school, several students are still at school more than an hour after dismissal “Child Left at School” procedures, may be implemented if immigration activity has ceased and parent/guardian has not picked up child after a reasonable amount of time. Staff need to be prepared that they may need to be called on to provide after-hours supervision b. <u>Mental Health</u>: Element programs are based on a holistic approach to learning, student emotional well-being will continue to be at the forefront of our practice. Students and families will be provided with information and

access to emotional well-being and community resources and, if needed, meet with the Behavioral Counselor.

- c. Reunification: The site will facilitate reunification of students with their parents/guardians. The Reunification plan shall address:
 - 1. How the site will communicate with the parents of children in temporary care. – Element Education will use a school-wide communication platform (ie. Parent Square) to inform families and students.
 - 2. Alternatives for reunification will be put in place, as needed including::
 - i. Allowing students to be picked up at school, provide supervision until enforcement operations have been completed
 - ii. Transporting students to another school site that is not currently impacted by immigration enforcement
 - iii. Providing transportation to take students home
- d. Education: Element schools are independent study charter schools. The schools operate learning centers for optional instruction.
 - 1. Distance-based support, including virtual lessons and tutoring
 - 2. Technology: All students have school email addresses and single-sign-on providing access to online curriculum. If technology, such as chrome book or hotspots are needed, they will be distributed to the student.
 - 3. Home Study Resources including online curriculum.
- e. Before-/After-School Care: Element schools do not provide before/after school care.
- f. Access to Meals: Element schools will develop processes to improve access or provide a replacement for school provided meals, for students whose families are impacted by immigration enforcement. This may include, but is not limited to, early and late times to pick up meals and picking up meals from another Element school site.

Goal 3 Actions: Prepare immigration enforcement notification procedures

LEA ACTIONS

SB 98 requires that the school notify parents, staff, and students when it confirms the presence of immigration enforcement on the school site. "School site" in this context means an individual school or campus of a school district, county office of education, or charter school; an area where an LEA's school-sponsored activity is currently being held; or a school bus or other form of transportation provided by the LEA.

When a notification is issued in response to immigration enforcement on the school site, the notice must include the date and time the immigration enforcement was confirmed and the location of the enforcement activity. The notice may also include a hyperlink to additional resources, including model policies related to immigration enforcement adopted by the LEA.

The bill does not specify that notification of enforcement activity be provided in real-time. School leaders are required to consider the safety and well-being of the

students, employees, and community members of the school site when determining the content and timing of such notifications.

When immigration enforcement activities could result in a direct threat to safety, or are likely to disrupt school operations, real-time notification may be warranted.

Community Montessori, Dimensions Collaborative and Element Education will use the following criteria to determine the type of notification that will be made.

Is providing real-time notification necessary to: (Consider the following criteria.)	Provide real-time notification if either answer is “yes.”	Provide follow-up notification if both answers are “no.”
1. Protect students from harm?	☐ Yes	☐ No
2. Inform parents about conditions that could impede students’ arrival or departure from school?	☐ Yes	☐ No

When issuing notifications Community Montessori, Dimensions Collaborative and Element Education will use the following procedures to notify parents, students and staff:

Real-Time Notifications:

Element schools will use a school-wide communication platform (i.e. Parent Square or Smart Alert) to notify students and families.

Element schools will use a school-wide communication platform (i.e. Microsoft Teams) to notify staff.

Follow-Up Notifications:

Element schools will use a school-wide communication platform (i.e. Parent Square, emails, newsletters) to issue follow up notifications to students and families.

Element schools will use a school-wide communication platform (i.e. Microsoft Teams, emails, or newsletters) to issue follow up notifications to staff.

For more information see the [SB-98 Immigration Enforcement Notices](#) document in the resource section of this annex.

Goal 4 Actions: Prepare staff to respond

School Director ACTIONS

	1. Train all employees on the school's plan for responding to immigration enforcement activities: • In a non-public area of the school property • In a public area of the school's property • Near the school • During an extended school day program / extracurricular activity
DURING	
Goals:	1. Protect students from harm 2. Protect students' and families' rights to privacy 3. Provide required notification of enforcement to parents, students and employees
Objective(s):	<u>Goal 1 Objectives: Protect students from harm</u> 1. Determine if the enforcement activity could pose a threat to the safety and well-being of students 2. Take action to minimize the potential harm <u>Goal 2 Objectives: Protect privacy rights</u> 1. Evaluate and respond to law enforcement requests for access to students or student information in accordance with LEA procedures <u>Goal 3 Objectives: Provide required notifications</u> 1. Provide notification of immigration enforcement on school grounds in accordance with LEA procedures 2. Provide notification of immigration enforcement near school grounds in accordance with LEA procedures
Courses of Action:	ALL STAFF ACTIONS: 1. Report the presence of immigration officers on or near the campus to the school director and regional manager 2. Direct immigration officers who request access to the non-public areas of the campus to the school office School Director/INCIDENT COMMANDER ACTIONS: <u>Response to immigration enforcement officer requests for access</u> Element schools and employees shall only provide access to people, non-public areas, or student records as stated in policies and administrative procedures or as required by and in compliance with laws and regulations. <u>Response to immigration enforcement on or near school grounds</u> 1. Notify School Director, COO, or Regional Manager of the presence of immigration enforcement agents. Provide the location, approximate number of agents and a brief description of what they're doing. 2. Determine if the enforcement activity has the potential to harm students. a. Does the enforcement activity have the potential of becoming violent? b. How likely are students to be in the area where the enforcement activity is occurring? 3. Take action to protect students from harm. Consider: a. Issuing an order to "secure campus"

	b. Requiring that students be checked out of school individually by their parent/guardian or authorized emergency contact c. Busing students to an alternate location for reunification with parents 4. Assign staff to monitor the enforcement activity from a safe distance. 5. Determine if providing real-time notification to parents on the enforcement activity is required using the LEAs criteria. 6. If the enforcement activity will impact students' ability to be picked up/walk home safely, activate the temporary childcare plan. 7. Activate additional incident command roles as necessary. 8. Update the Executive Director or designee on the a. Actions that you are taking to protect students b. Status of the enforcement activity c. The status of the site's emergency response
AFTER	
Goals:	1. Provide follow-up notification to parents, staff and students 2. Provide follow-up support for students impacted by the incident 3. Follow-up with families who were impacted by the incident to address needs and concerns 4. Monitor daily attendance to identify students who may be afraid to attend or have difficulty getting to and from school 5. Evaluate the emergency response
Objective(s):	<u>Goal 1 Objectives: Provide follow-up notification</u> <u>Goal 2 Objectives: Provide follow-up support for students</u> 1. Assign mental health team members to follow-up with students showing signs of distress following the incident. Activate mental health crisis intervention team if necessary. <u>Goal 3 Objectives: Follow-up with families</u> 1. Identify families who have needs or concerns following the incident 2. Assign staff to follow-up and provide resources and referrals <u>Goal 4 Objectives: Monitor daily attendance</u> 1. Have teachers monitor their students to identify changes in their normal pattern of attendance and refer students to the student assistance team/mental health team for follow-up 2. Assign staff to contact parents to identify needs <u>Goal 5 Objectives: Evaluate the response</u>
Courses of Action:	School Director /INCIDENT COMMANDER ACTIONS 1. Provide written follow-up notification to parents, students and staff following the immigration enforcement incident a. If real-time notification was used, use the follow-up notification to recap the information that was provided, to summarize the school's response and to provide information to parents on how they can access support 2. Activate the mental health crisis intervention team, if necessary

	3. Have teachers monitor their students to identify changes in their normal pattern of attendance and refer students to the student assistance team/mental health team for follow-up 4. Interview staff members who played a prominent role in the incident to get their feedback on the emergency response a. What worked well? b. What needs to be improved? c. Do you have any suggestions? 5. Incorporate this feedback and your reflections into an after-action report to review with the site safety team 6. Review and revise this annex based on your evaluation MENTAL HEALTH TEAM LEADER 1. Make support available to students who want it, and to those who are having difficulty coping 2. Assign staff to follow-up with students who had difficulty coping during the incident 3. Assign staff to follow-up with students, and the family of any student known to be directly impacted 4. Explore options with families who are afraid of having their children come to school to create workable solutions
RESOURCES AND REFERENCES	
Immigration Officer Incident Report (PDF) Warrants and Subpoenas that May Be Used by Immigration Enforcement Officers (PDF) SB-98 Immigration Enforcement Notices	

Child Left at School

This procedure addresses situations involving a child is waiting at school to be picked up by their parent/guardian. Attempts to reach the parent/guardian have failed. (Note that the scenario could involve staff who are waiting with the child after the school program ends for the day, or after the extended day program ends.)

BEFORE (Prepare and Prevent)	
Goal:	100% of parents/guardians will designate an adult(s) who has agreed to care for their child if the parent/guardian cannot be located by school officials.
Objective(s):	1. Use the school's mass communication systems at least twice yearly (autodial, email, social media, and backpack messages) to ask parents to review the emergency contact information for their children, and update as necessary. 2. Encourage parents to identify at least two emergency contacts that are not the immediate parent/guardian.

	3. Audit school records to identify all children whose emergency contacts have not been reviewed during this school year (i.e., parents who did not complete the annual date verification). 4. Audit school records to identify all children who have one or fewer emergency contacts in the system. 5. Use autodial, email, and backpack messages to specifically target the parents/guardians of children who have been identified in the audit. 6. Make individual contacts with parents/guardians who have not responded to prior attempts. 7. Continue contacts to accomplish the goal. 8. Promote the use of Family Preparedness Plans to help families with immigration concerns to create contingency plans that anticipate the possibility that a family member/parent could be detained by immigration authorities.
Courses of Action:	<u>Mass Communications Steps</u> 1. Create messaging scripts and translations that communicate the: a. Importance of updating a child's emergency contacts. b. Process for making the update. c. The date (no more than one week from the date of the message) by which emergency contacts should be updated. 2. Implement messaging campaign. <u>Audit Steps</u> 1. Work with the IT department to develop a confidential query to identify all students whose emergency contacts have not been reviewed during this school year or have one or less emergency contacts in the system. 2. Initiate the audit one week after the messaging campaign begins. <u>Targeted Messaging Steps</u> 1. Create messaging scripts and translations that communicate: a. "Our records indicate the emergency contact information we have on file for your child may be out-of-date or incomplete." b. Why having updated emergency contact information is essential. c. Process for making the update. d. The date (no more than one week from the date of the message) by which emergency contacts should be updated. e. Who to contact for help or if you have questions. 2. Repeat the audit step one week after targeted messages are sent. <u>Individual Contact Steps</u> 1. Create call scripts and translations that communicate: a. Identification of the person making the call. b. The purpose of the call.

	c. Verification that the person speaking is the parent/guardian. d. Review the emergency contact info that is on file. e. Make needed updates. f. Answer questions. 2. Assign call lists to staff. a. Train staff on the use of the call script. b. Prepare staff to respond to questions, concerns, or objections. 3. Track progress to 100%. <u>Family Safety Plan (FSP) Steps</u> 1. Identify community-based organizations that are willing to help families with immigration concerns complete an FSP. 2. Promote the use of FSP through social media posts, school message platforms, posters, and in the community (churches, libraries, community centers). 3. Focus on mass communication strategies. Avoid strategies that assume someone is an immigrant or that could cause someone to disclose their immigration status to a school employee. 4. Do not store Family Safety Plans at school as they will be considered school records and would contain confidential information that the school will not need and shouldn't have access to. <u>Cautions:</u> 1. Avoid strategies that risk identifying individual children whose parents have not updated their emergency contacts. 2. Avoid strategies that could cause children to become fearful about whether their parents have updated their emergency contacts. 3. Be prepared to support students who have suffered traumatic situations and could be triggered by discussion of the need for updated emergency contacts.

DURING (Respond and Mitigate)	
Goal:	Ensure the safety of the child until the parent/guardian, person designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.
Objective(s):	1. Engage district support. 2. Attempt to contact parent/guardian. 3. Attempt to contact persons listed in school records as emergency contacts. 4. Determine if the parent/guardian has left other written instructions (with relatives or friends) designating someone as an emergency caregiver for their child.

	5. Contact law enforcement only after exhausting all possibility of identifying an emergency caregiver to take custody of the child.
Courses of Action:	<u>Engage District Support</u> 1. Inform School Director, Regional Manager, or designee that you have a child at school who has not been picked up by their parent/guardian, and that you have been unable to reach them. 2. Use the <i>Child Left at School</i> form to document your efforts to contact the parent/guardian, emergency caregiver designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.

AFTER (Evaluate and Revise)

Goal:	Determine if this plan or the supporting materials can be improved.
Objective(s):	1. Complete the <i>Child Left at School – After-Action Reflection</i> .
Courses of Action:	After-Action Reflection 1. Interview all staff members who were directly involved in the incident to solicit suggested improvements. 2. Complete the reflection form. 3. Revise the plan/support materials as needed. 4. Work with assigned caregiver or Child Welfare Services if applicable to ensure continuity of care and school placement for the student.

Anticipated Materials and Needs

Before	During	After
1. Mass communication scripts a. Autodial b. Email/Newsletter c. Backpack d. Social Media 2. Student Information System query of updates to emergency contacts 3. Targeted message scripts a. Autodial b. Email 4. Individual contact script 5. Family Safety Plan (FSP) template 6. The contact information for a community-based organization that has agreed to assist families in completing an FSP.	1. After hours contact information for [superintendent/designee]. 2. <i>Child Left at School</i> form. 3. Contact information for local law enforcement if taking the child into protective custody is the only option.	1. <i>Child Left at School – After-Action Reflection</i>

BEFORE - Materials**Mass Communication Scripts**Autodial

- Hi, this is [Name] calling from [school name] with an important request.
- As we have seen recently with the fires in Los Angeles, emergencies that could prevent you from being able to pick your child up at school can happen without warning.
- Please log into the parent portal today to make sure we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please contact your EF. Thank you!

Email/Newsletter

Greetings!

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the parent portal today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to your EF.

Thank you!

[Name], School Director
[School Name]

Backpack Message

Greetings!

Please log into the parent portal today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to your EF.

Thank you!

[Name], School Director
[School Name]

Social Media Post

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the **parent portal** today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please contact your EF.

Targeted Message ScriptsAutodial

- Hi, this is **[Name]** calling from **[school name]** with an important request.
- Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.
- Please log into the parent portal today to provide updated contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please contact your EF.

Email

Greetings!

Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.

Please log into the **[parent portal]** today to provide updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via e-mail to **your EF**.

Thank you!

[Name], School Director
[School Name]

Individual Contact Script

- Hi, this is [Name] calling from [school name]. Can I speak with [name of parent/guardian]?
- I'm calling to check the emergency contact information that we have on file for your child.
- This information is important for the school to have if we're unable to reach you in an emergency.
- These would be the people that you have authorized to take your child home with them in an emergency.
- [Review the names and contact information and verify the info is current and correct.]
- Is there anyone you would like to add to the list?
- Thank you for your help with this.
- I also wanted to let you know you can update this information at any time by [include brief instructions].
- Is there anything else I can do help?

Family Safety Plans

- The [name of community-based organization] offers families with immigration concerns assistance in completing a Family Safety Plan.
- A template and step by step guide in English, Spanish, and Chinese are available from the Immigrant Legal Resource Center at <https://www.ilrc.org/resources/family-preparedness-plan>
- [Describe how the CBO and LEA will promote the use of Family Safety Plans.]

CONFIDENTIAL STUDENT RECORD

Element Schools: Community Montessori and Dimensions Collaborative Child Left at School

This form should be completed when a child is left at school, school employees are unable to reach the parent/guardian, and it is at least 20 minutes or more after the parent/guardians are expected to pick up their children

Date		Time	
Student Name		Student ID Number	
Employee Name		Position	

Steps

1. Continue attempts to reach parent(s)/guardians.
2. Attempt to reach emergency contacts.
3. If attempting to make contact by text message, use the following script:
"From [name] at [school name]. Urgent that you call me ASAP regarding [first name of student]."
4. If unable to reach a parent, guardian or emergency contact, call Regional Manager at work cell phone number for instructions.
5. If an adult arrives and presents a Caregiver Authorization Affidavit, release the child to them after:
 - a. Making and retaining a copy of the affidavit.
 - b. Confirming the identity of the person presenting the affidavit.
6. Contact the School Director if the child is released to a parent/guardian, emergency contact, or person presenting a Caregiver Authorization Affidavit.
7. If authorized to do so by the Executive Director or designee, contact the local police department at their non-emergency number to ask that they take the child into protective custody.

Call Log

Use the call logs on the following pages to document each attempt to reach the parent/guardian and emergency contacts.

- If you are informed that you have called a wrong number, confirm that the number you attempted to call was dialed and that the attempt was not misdialled.

Resolution

Complete the following information to document who the child was released to.

Name of Person / Officer					Time		
Authorization	☐ Parent / Guardian	☐ Emergency Contact	☐ Caregiver Affidavit	☐ Law Enforcement / Child Welfare			
☐ ☐ ☐ Release to Law Enforcement / Child Welfare Services							
Agency					Badge / ID Number		

Parent/Guardian 1 – Call Log

Name					Phone		
Time	Result		Notes				
	☐ Left message	☐ Wrong number					
	☐ No contact	Contact made					
	☐ Left message	☐ Wrong number					
	☐ No contact	Contact made					
	☐ Left message	☐ Wrong number					
	☐ No contact	Contact made					
	☐ Left message	☐ Wrong number					
	☐ No contact	Contact made					

	☐ Left message	☐ Wrong number	
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	☐ No contact	Contact made	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Parent/Guardian 2 – Call Log

Name		Phone	
Time			
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Emergency Contact 1 – Call Log

Name		Phone	
Time	Result		Notes
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Emergency Contact 2 – Call Log

Name		Phone	
Time	Result		Notes
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Use this page if additional space is needed to log calls.

Name		☐ Parent / Guardian ☐ Emergency Contact		Phone	
Time	Result		Notes		
	☐ Left message	☐ Wrong number			
	☐ No contact	Contact made			
	☐ Left message	☐ Wrong number			
	☐ No contact	Contact made			

	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Name	☐ Parent / Guardian		Phone
	☐ Emergency Contact		
Time	Result		Notes
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Element Education Child Left at School – After-Action Reflection

Ask yourself and those involved in the incident:

- Were the instructions on the Child Left at School form clear and complete?
- Were you able to engage support from the district office as quickly as needed?
- Was the Call Log portion of the form useful?
- If you needed to contact law enforcement, did the contact go smoothly?
- Do you have any suggested changes to the procedures outlined in this plan?

Use the reflection to revise the plan, procedures and tools as needed.

Student Demonstration/Walkout

This procedure addresses situations involving student demonstrations or walkouts in response to social or political activism.

Related Annexes: Functional Annex: Secure Campus

BEFORE	
Goal:	1. Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment. NOTE: Students who participate in protests could become targets of discrimination during and after the incident, based on their participation. 2. Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration. 3. Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety. 4. Assess and improve readiness. 5. Provide direction to staff on their roles during a demonstration on or near the school campus.
Objective(s):	<u>Goal 1 Objectives: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while</u>

	<u>protecting them from physical and emotional harm, discrimination, and harassment.</u> a. Assess the culture and climate of the school to determine how safe students feel at school and gather information about concerns they may have for the administration to address. b. Create sanctioned opportunities for students to safely voice their opinions and emotions. c. Keep students informed about the parameters for LEA-approved opportunities for discussing and addressing controversial topics, and on the potential consequences for activities that could violate school rules. d. Identify community-based organizations (CBOs) or contracted providers that can provide facilitators to provide restorative circles before and/or after an incident. <u>Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.</u> e. Asses physical vulnerabilities that could result in increased danger to students and staff during a demonstration. <u>Goal 3 Objectives: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.</u> f. Determine locations on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration. g. Determine a route on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration. <u>Goal 4 Objectives: Assess and improve readiness.</u> h. Review plans and Incident Command System (ICS) roles. i. Practice and revise response plans. j. Prepare communication templates. <u>Goal 5 Objectives: Provide direction to staff on their roles during a demonstration on or near the school campus.</u>
Courses of Action:	LEA ACTIONS <u>Goal 1 Actions: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.</u> a. Ensure that schools conduct an annual assessment of the culture and climate of school to determine how safe students feel at school and gather information about concerns they may have for the administration to address. Information from the climate assessment should be used to help site leaders: i. Establish a pattern of seeking input from and responding to needs identified by students, parents, and staff ii. Identify key concerns NOTE: Schools are encouraged to conduct an annual assessment of culture and climate as a part of the development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)). Links for sample climate surveys are included in the resource section of this plan.

- a. Create a menu of LEA-approved activities that schools can provide.
- b. Create sanctioned opportunities for students to safely voice their opinions and emotions.

NOTE: Consider...

- Identifying an outdoor venue and the parameters for a hosted march or gathering of students during the appointed time.
 - Suggest students march or demonstrate after school and work with them to agree upon rules for a peaceful activity.
 - Allow students to draft petitions or contact lawmakers about their concerns within the context of a social studies, civics, or English language arts class.
 - Have students read and discuss pertinent articles or review media and evaluate coverage.
 - SDCOE compiled resources to help educators prepare for and **facilitate dialogue with compassion** and teach about **voting, elections, and civic engagement**.
- a. Create talking points and message scripts to encourage the use of sanctioned alternatives, and to make students aware of any penalties for violating school rules.

Goal 2 Actions: Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.

- a. Schedule walk-through assessments of each campus (start with high schools, then middle, then elementary) to identify vulnerabilities that could be exploited during a demonstration on or near the school campus. Include a law enforcement officer / crime prevention expert, maintenance leader, site custodian, and site administrator in the walk-through.

Information from the vulnerability assessment should be used to:

- i. Correct hazards that could become active during a student demonstration.
- ii. Revise security plans that can be deployed in response to student demonstration.
- iii. Select locations for on-campus forums/activities that may be presented as alternatives to unsanctioned demonstrations.

NOTE: Schools are encouraged to conduct an annual assessment of physical vulnerabilities that could result in increased danger to students and staff as a part of the development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)).

The free **Site Assess Mobile App** from the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center can be used to guide and record results from the assessment.

Goal 3 Actions: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.

- a. Create a student demonstration route on campus that leads to a location where students could safely convene during a walk-out.
- b. Convene with local law enforcement to pre-identify a demonstration route off campus that has a reduced risk of safety concerns.

- c. Determine the level of support that law enforcement could provide during a student demonstration, including personnel, traffic monitoring, and physical barriers.
- d. Prepare signage and/or physical barriers that would mark off the route.
- e. Develop a plan to communicate with student leaders regarding the locations/routes available to them during a student demonstration.

Goal 4 Actions: Assess and improve readiness.

- a. Convene the LEA Emergency Operations Center (EOC) team to review the LEA's plans to support school sites impacted by a demonstration on or near campus.
- b. Schedule scenario-based tabletop exercises with law enforcement participation for each secondary school site and for the LEA EOC team. Consider the following scenarios:
 - i. Students engage in a "sit-in" to take over the administration building.
 - ii. A walk out is being promoted on social media. Students plan to block a nearby road/highway.
 - iii. Students refuse to return to class following the lunch break and stage a rally in the middle of campus. A smaller but vocal group of students who are opposed to their views also refuse to go to class and start chanting slogans in opposition.
- c. Update LEA plans based on the insights gained from table-top exercises.
- d. Create strategies for serving meals in alternate locations if the meal service area is impacted by a student demonstration. Consider...
 - i. Kiosk locations near classrooms
 - ii. Bagged meals that can be distributed in classrooms

6. Goal 5 Actions: Provide direction to staff on their roles during a demonstration on or near the school campus.

- a. Provide written guidance for staff on their roles and responsibilities during an unsanctioned demonstration. Address the following concerns:
 - i. Students engaged in a peaceful demonstration on school grounds
 - ii. Students attempting to leave campus
 - iii. Students attempting to enter classrooms that they are not enrolled in
 - iv. Students engaged in the destruction of property
 - v. Students engaged in physical violence toward another person
 - vi. Staff who want to participate in the demonstration
- b. Review school site plans on student demonstrations to ensure they align with LEA policies and procedures.

SITE ADMINISNTRATOR ACTIONS

Goal 1 Actions: Prepare meaningful alternatives...

- a. Prepare staff to provide alternatives identified by the LEA.
- i. Work with teachers to develop implementation plans and schedules for in-class activities.
- b. Identify the strategies that the school will use to engage students in dialogue and problem solving with campus administrators on their concerns.

Goal 2 Actions: Identify and mitigate hazards in the physical environment...

- a. Walk through potential demonstration locations and routes with the site security team leader to review plans and check again for potential hazards.
- b. Ensure that hazards identified during walk-throughs are corrected.

	<u>Goal 3 Actions: Identify locations/routes that can be used during a student demonstration that would reduce the risk...</u> a. Identify on-campus venues that may be used for sanctioned and unsanctioned demonstrations. b. Identify the mechanism(s) that will be used to communicate with students to encourage the use of the sanctioned locations/routes. c. Draft/update security/supervision plans in collaboration with local law enforcement for: i. Sanctioned demonstrations on campus ii. Unsanctioned demonstrations on campus iii. Students leaving campus during the school day as part of a demonstration <u>Goal 4 Actions: Assess and improve readiness.</u> a. Convene the ICS command staff and section leaders to talk through this plan. b. Ensure the ICS command staff and section leaders, and support staff who are likely to be in key positions during a demonstration, are available to participate in table-top exercises scheduled by the LEA. c. Revise this EOP based on insights gained from working through the plan and tabletop exercise with your team. d. Conduct a secure campus drill with students and staff. i. Hold in-class briefings immediately before the drill to remind students of the procedures for lockdown, secure campus, and on-site evacuation. ii. Include instruction on what to do if an emergency were to occur while students are not in classrooms.
DURING	
Goals:	1. Protect students from harm. 2. Maintain normal routines to the greatest extent possible. 3. Provide timely and accurate information to stakeholders. 4. Resume normal operations as soon as possible.
Objective(s):	1. Activate the site ICS and LEA EOC teams. 2. Direct students to the sanctioned or pre-identified locations or routes. 3. Establish a perimeter around the incident area. 4. Support classroom, student, and staff needs during the incident. 5. Engage LEA and local law enforcement resources as necessary. 6. Provide accurate and timely information to parents, students and stakeholders.
Courses of Action:	<u>Goals 1 - 5</u> LEA ACTIONS a. Activate the LEA's emergency operations team. b. The LEA public information officer will: i. Direct and approve all public communications ii. Respond to media inquiries iii. Coordinate all updates to stakeholders (parents, community, and staff) b. If the incident leaves or occurs off campus, place a liaison officer at law enforcement's incident command. c. Identify and mitigate potential collateral impacts. Consider: i. Transportation schedules ii. After school program providers iii. Athletic competitions or other events scheduled at the campus iv. Neighboring school campuses

- d. Place an LEA operations team on standby to conduct an emergency damage assessment of the campus immediately following the incident, if needed.

ALL STAFF ACTIONS

- a. Listen for and follow emergency action announcements.
- i. Classroom doors should remain locked and closed with entry monitored by the staff member.
- ii. Be prepared to implement secure campus procedures.
- b. Maintain normal routines in areas of the campus that are not directly impacted by the incident, to the extent possible.
- c. Report safety concerns in/near your work area to administration.
- d. Do not physically impede a student who is attempting to leave a classroom, office, building, or the campus.
- e. Refrain from engaging in political discourse related to the demonstration.

INCIDENT COMMANDER ACTIONS

- a. Activate the ICS roles needed to manage the event, even if the demonstration is sanctioned by the school.
- b. Establish a command post.
- c. Activate operations section chief and public information officer.
- d. Request that a school resource officer be assigned to the incident command post to serve as a liaison for local law enforcement.
- e. Activate additional ICS roles if necessary.
- f. Evaluate the level of impact to the campus and implement appropriate school-wide responses.

Impact	Response
<u>Minimal</u> : Normal school operations (class changes, recess, lunch, dismissal) can continue with minor modifications.	• Make modifications needed to maintain safe operations. • Notify LEA superintendent/designee.
<u>Moderate</u> : Instruction can take place in classrooms, but passing periods, recess, and/or meals cannot be handled normally.	Implement the <u>secure campus</u> procedure for incident. • Make alternate meal arrangements • Implement escort system for students who need to leave class • Notify local law enforcement to assess need for support • Notify the LEA office.
<u>Severe</u> : Dangerous conditions pose an immediate threat to students, staff, and property.	Implement <u>lockdown</u> procedure during the incident. • Call 911. Ask for police assistance in restoring safety and order. • Notify LEA office.

- c. Anticipate potential challenges and make modifications as needed. Consider:
 - i. Potential and likelihood for escalation
 - ii. Parents arriving at school during the incident
 - iii. Bell schedule and passing periods
 - iv. Lunch period and meal service
 - v. Dismissal
 - vi. After school programs and activities

	vii. Student and staff restroom access viii. Students leaving campus as a part of a demonstration d. Engage assistance from local law enforcement and the LEA as appropriate. SITE Public INFORMATION OFFICER (PIO) ACTIONS a. Provide updates on the goals, conditions, and response to the LEA's PIO. b. Collaborate with the LEA PIO on: i. Updates and instructions for campus staff ii. Instructions for parents c. Refer media inquiries to the LEA PIO. Operations Chief ACTIONS a. Activate the Supervision/Security team. i. Establish a perimeter around the incident. ii. Deploy personnel at all campus entrances/exits. iii. Deploy personnel to respond to calls for assistance from classrooms iv. Assign staff to assist with meal service in alternate locations if necessary. b. Activate the Reunification team to respond to parents arriving to take their children out of school early. i. Establish a parent contact station outside of the school office if needed. STAFF WHO HAVE STUDENTS WITH THEM DURING THE INCIDENT a. Take attendance during the incident using the school's attendance system. b. Create a supplemental roster to list the names of all students who were present in your classroom/office who are not normally assigned to be there. c. Submit the above [insert submission instructions] before leaving campus.
AFTER	
Goal:	1. Restore normal operations. 2. Improve school climate and culture. 3. Evaluate the response and revise plans accordingly.
Objective(s):	1. Assess the campus for damage and make needed repairs. 2. Address security concerns. 3. Inform stakeholders. 4. Implement strategies to improve school climate. 5. Conduct after-action reviews.
Courses of Action:	LEA ACTIONS <u>Goal 1 Actions: Restore normal operations.</u> a. Deploy a maintenance and operations team to conduct an emergency damage assessment immediately after the incident concludes. b. To reassure students and staff that the campus is safe and secure, deploy resources to return the campus to its pre-incident condition quickly, prior to the start of school if possible. c. Deploy additional security resources to the campus. i. Step the allocation down as conditions warrant over the next few days. ii. Assess the need for local law enforcement to be a presence on campus for the day after the event. d. Assist with communications to parents, students, and staff. i. Provide message templates, call scripts, and talking points. ii. Assign two (or more) roving substitutes to be available to cover for staff if needed.

Goal 2 Actions: Improve school culture.

- a. Consider utilizing community building circles or restorative justice practices to help process the impact of the demonstration and its underlying issues.

Goal 3 Actions: Evaluate the response...

- a. Convene the EOC team to conduct an after-action review of the EOC's actions in response to the incident.
 - i. What worked well?
 - ii. What didn't work well?
 - iii. What improvements could we make?

ALL STAFF ACTIONS**Goal 1 Actions: Restore normal operations.**

- a. Return to normal classroom and office routines.
- b. Do not initiate conversation about the demonstration unless it is part of a schoolwide strategy.
- c. If a student brings the topic up, acknowledge their feelings and gently redirect the topic of conversation to the lesson.
- d. If the student is unwilling or unable to return to the lesson, in a quiet one-to-one exchange, offer the student the opportunity to talk with a counselor.
- e. Avoid conversations about the demonstration with staff in work areas where students might overhear.
- f. If you are personally impacted by the incident, consider seeking assistance from the LEA's employee assistance program.

Goal 2 Actions: Improve school culture.

- a. Avoid expressing personal opinions to students about the demonstration or its underlying issues.
- b. Watch for signs of trauma, stress, physical needs, and crisis.
- c. Respect student privacy when checking in with students about their emotional state.
- d. Submit student assistance referrals as soon as possible (the same day that you become concerned).
- e. Connect students with counselors for immediate support as needed.

Goal 3 Actions: Evaluate the response...

- a. Provide feedback to the site administrator on any concerns related to the emergency response.
 - i. What worked well?
 - ii. What didn't work well?
 - iii. What suggestions do you have that could help?

SITE ADMINISTRATOR**Goal 1 Actions: Restore normal operations.**

- a. Assign site staff to assist the LEA maintenance and operations with the emergency damage assessment immediately after the incident concludes.
- b. Provide information to stakeholders using the tools provided by the LEA.
 - i. Provide information to parents, students, and staff to reassure them of the safety of the school.

	ii. Provide instructions for teachers and staff on how to respond to students who want to discuss the demonstration or its underlying causes, and on how to engage support for: • Students who feel overwhelmed • Staff, using on-campus resources or those available through the LEA's employee assistance program. c. Coordinate with the LEA on efforts to return the campus to its pre-incident condition quickly. If possible before school begins the following day d. Make assignments and schedules if additional security personnel have been provided by the LEA. i. Step the allocation down as conditions warrant over the next few days. ii. Orient any district or agency (law enforcement, CBO) staff provided by the LEA on the school's schedule and how they can assist during the day. e. Make assignments for roving substitutes assigned to the campus. f. Coordinate efforts to identify students who were out of class without permission. i. Work with the LEA to determine • If disciplinary consequences should be assigned if there was a CA Education Code violation during the course of the demonstration. • How parents should be notified of their student's involvement. - g. <u>Goal 2 Actions: Improve school culture.</u> a. Implement the Mental Health Crisis Intervention Annex as appropriate to the level of need following the incident. b. Work with the LEA's restorative justice provider to develop a strategy to implement restorative justice circles with students and staff who were most impacted by the incident. NOTE: Restorative justice strategies should only be implemented by people who have received training in this approach. <u>Goal 3 Actions: Evaluate the response...</u> a. Compile any feedback from staff. b. Convene the ICS team to conduct an after-action review following the demonstration. c. Consider the following questions for each phase (Before, During, After) i. What does the plan call for? ii. What worked well? iii. What didn't work well? iv. What improvements can we make? d. Update the plan as appropriate.
RESOURCES AND REFERENCES	
• Resources to Ensure Student Safety During Walkouts or Protests - San Diego County Office of Education • Restorative Justice Practices - San Diego County Office of Education • Site Assess Mobile App • Sample Climate Surveys ○ Staff ○ Parents ○ Elementary Students ○ Middle and High School Students	

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES – Functional Annex A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

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. 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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions**a) Make notification to staff and students**

- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
- The signal for Evacuation is the fire alarm (bell or horn signal)
- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:
- **Announcement 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."
- *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with evacuation directions

b) Call 9-1-1 if necessary**c) Notify the Superintendent's Office of situation.****Goal 3 Actions****a) Ensure staff and students evacuate****b) Implement accountability procedures****c) Activate the Incident Command Team, if necessary**

- Search and Rescue
- First Aid/Medical
- Reunification Team

d) Activate Reunification Plan if necessary**STAFF ACTIONS:****Goal 1 Actions****a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting****b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area****Goal 2 Actions****a) Provide accountability report to Incident Command/administration****b) Provide a report of any hazards or situations that need attention to Incident Command/administration****Goal 3 Actions****a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area****b) Consider persons with special needs**

- *To evacuate individuals using crutches, canes or walkers*
 - Evacuate these individuals as injured persons
 - Assist and accompany to evacuation site, if possible -OR-

	○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location

- c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

- a) Make notification to staff and students
- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
 - The signal for Evacuation is the fire alarm (bell or horn signal)
 - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
 - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
 - Provided time is available, make an announcement over the public address system:
Announcement 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."
 - *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
 - *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation

Goal 3 Actions

- a) Ensure staff and students evacuate
- b) Implement accountability procedures
- c) Activate the Incident Command Team, if necessary
- Search and Rescue
 - First Aid/Medical
 - Reunification Team

STAFF ACTIONS:

Goal 1 Actions

- a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
- b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

- a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
- b) Consider persons with special needs
- *To evacuate individuals using crutches, canes or walkers*

	○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

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. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

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 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.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	SITE ADMINISTATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary • The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System • If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container • Make an announcement in person directly or over the public address system: • Announcement Example: "Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain

	<i>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.”</i> • <i>To alert visually impaired individuals</i> ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed • <i>To alert individuals with hearing limitations</i> ○ Turn lights on/off to gain person’s attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent’s Office of situation <u>Goal 3 Actions</u> a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards b) Make arrangements for central HVAC shutdown, as necessary • Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system c) Implement accountability procedures remotely STAFF ACTIONS: <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Immediately clear students from the halls. Stay away from all doors and windows b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance c) 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 d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine e) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses’ evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process

Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

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.

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

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

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

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

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to • Ensure an effective Secure Campus response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Secure Campus situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement to • Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown • Determine rooms/areas best suited for Secure Campus situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations

	c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary • The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff • If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details • The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System • Include details such as:

- Calmly walk to or remain in school buildings
- Lock all exterior doors
- Close blinds
- Continue the education process
- Make an announcement in person directly or over the public address system:
- ***Announcement Example:*** *"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
- REPEAT-
- ***To alert visually impaired individuals***
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
- ***To alert individuals with hearing limitations***
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
- d) 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

Goal 3 Actions

- a) Designate assigned individual to close all entrance and exit points on the campus perimeter
- b) Designate assigned individual to lock all doors leading into administration building and other common areas
- c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
- d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
- e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
- f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
- g) 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
- h) 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
- i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 2 Actions

- j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
- k) Provide a report of any hazards or situations that need attention to Incident Command/administration

	Goal 3 Actions a) Move to the door and instruct any passing students to return to assigned classroom immediately b) Close and lock the door c) Continue class instruction or activity as normal d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) 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) Goal 3 Actions a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) 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 f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: Goal 1 Actions a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses

	b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will 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 always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

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

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to: • Ensure an effective Lockdown and Active Shooter/Armed Assailant response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Lockdown situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement to: • Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” • Determine rooms/areas best suited for Lockdown situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of threats that might require Lockdown • Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally

	appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus

- Make an announcement in person directly or over the public address system:
- Announcement Example: "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement"
- If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms
- All staff should put life safety as priority and only engage in communications if they are in a secure area AND
 - Know where the threat is and/or can describe to law enforcement how get to the threat
 - Can describe the perpetrator(s)
 - Are in dire need of medical services
 - With someone in dire need of medical services
- *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with directions
- b) Call 9-1-1 if necessary
 - Provide as much information about the situation/threat:
 - Location
 - Description: clothing, age, etc.
 - Weapons
- c) Notify the Superintendent's Office of situation. Ask for assistance as needed.

Goal 3 Actions

- a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so
- b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office
- c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked
- d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.
- e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response
- f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately
- g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or
- b) phone), in order for all individuals to remain inside
- c) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
 - o Know where the threat is and/or can describe to law enforcement how get to the threat.
 - o Can describe the perpetrator(s).
 - o Are in dire need of medical services.
 - o With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

- a) Move to the door and instruct any passing students to return to assigned classroom immediately
- b) Close and lock the door
- c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
- d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
- e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
- f) Close any shades and/or blinds if it appears safe to do so
- g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
- h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
- i) The only reason individuals in the classroom should use a phone is to provide information on the following:
 - Location of the perpetrator
 - Can describe the perpetrator
 - Someone in the area needs **immediate** medical assistance
- j) If safe to do so, monitor email, texts and/or website for updated information
- k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
- l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
- m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
- n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
- o) Wait for another action or, if All Clear is issued, return to normal class routine

Goal 3 Actions – If Outside Buildings

- a) Staff will determine the best course of action, based on the location of the threat. Staff may:
 - Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given
 - Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. 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.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked STAFF ACTIONS:

	<u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Make notification to staff and students • In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On • During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System • The following announcement will be made over the public address system and by teachers in classrooms: • <i><u>Announcement Example:</u> "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"</i>

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris
 - b) Call 9-1-1 if necessary
 - c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage
- Goal 2 Actions
- a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
 - b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures
- Goal 3 Actions
- a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
 - b) Implement accountability procedures
 - c) If there is evidence of a gas leak, designate someone to turn off gas valves
 - d) Activate the Incident Command Team, if necessary
 - Search and Rescue
 - First Aid/Medical
 - Reunification Team
 - e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
 - f) Implement Reunification Plan as necessary (See Functional Annex B)
- STAFF ACTIONS:**
- Goal 1 Actions
- a) Provide accountability report to Incident Command/administration.
 - b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
 - c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command
- Goal 2 Actions
- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
 - b) Notify Incident Command of any assistance needed to perform emergency actions
- Goal 3 Actions – Inside Buildings
- a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface
 - b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
 - c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
 - d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
 - e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris

	f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN – Functional Annex B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to “parents,” which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school.

While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.

Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.

Staffing may be limited; some duties may need to be modified based on the amount of staffing available.

District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
 - The Assembly Area, which will be where students can wait for their parents/guardians
 - The Request Gate where parents/guardians fill out reunification documentation and provide identification
 - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
 - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
 - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place **AT RELEASE GATE**

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
 - *Standby* or

- *Report*

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
 - Runner shows Student Request & Release Form to the Assembly Area Leader
 - Teacher/Staff marks box, "Sent with Runner"
 - Runner walks student to Release Gate
 - Runner hands paperwork to Release Staff
 - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

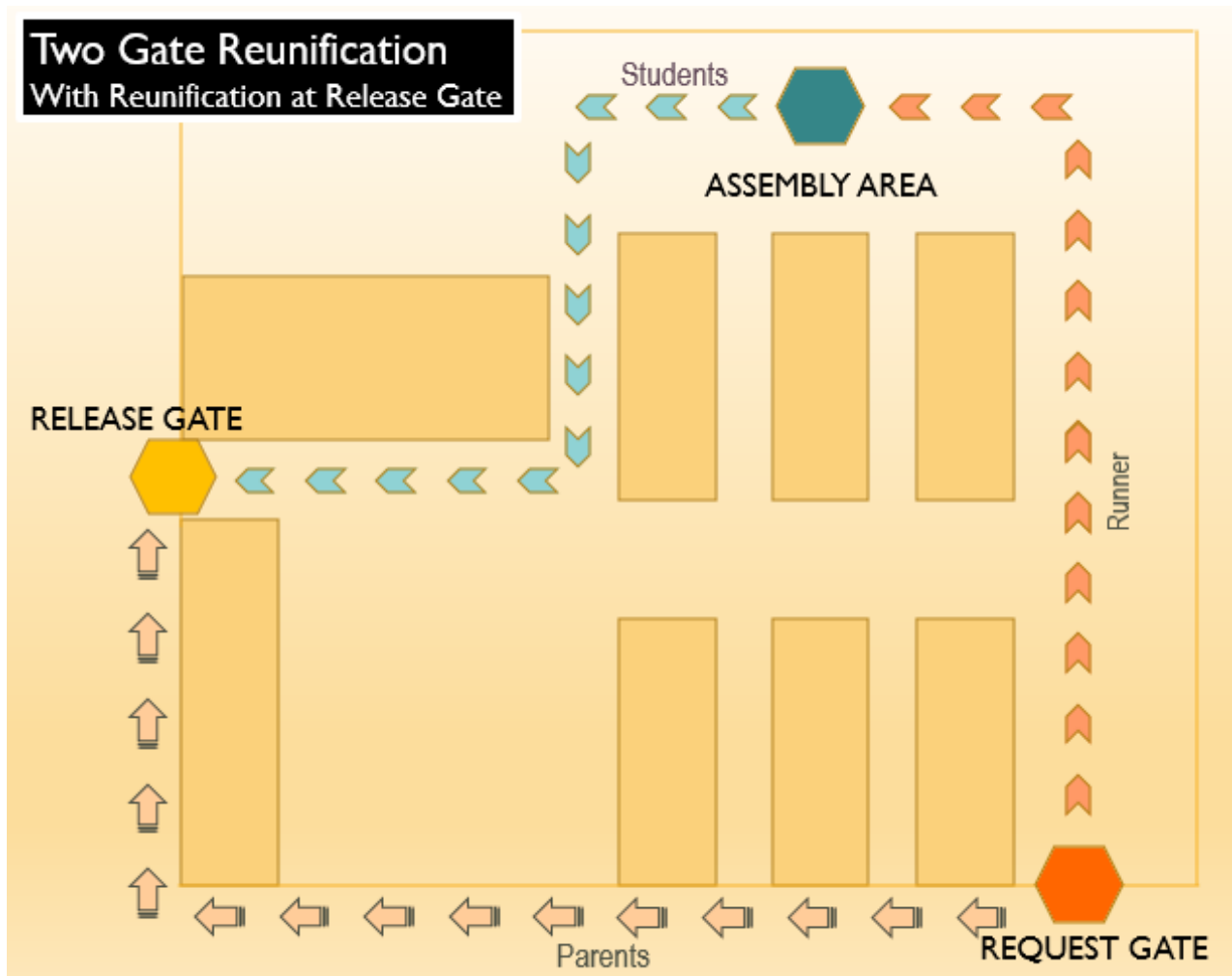
Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.

- Assembly Area Leader makes appropriate notation on Student Request & Release Form
 - "Absent" if student was not in school that day
 - "First Aid" if student is known to be receiving Medical Treatment

- “Missing” if student was in school but now cannot be located
- Runner takes Student Request & Release Form to Release Gate Leader
- Release Gate Leader verifies student location, if known, and directs runner accordingly
 - If student is in First Aid, escort parent to Medical Treatment Area
 - If student was marked absent, notify parent accordingly
 - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion



TWO-GATE REUNIFICATION

With **INTERNAL** Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
 - *Standby* or
 - *Report*

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families
- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification

- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
 - Runner shows Student Request & Release Form to the Assembly Area Leader
 - Teacher/Staff marks box, "Sent with Runner"
 - Runner walks student to Release Gate
 - Runner hands paperwork to Release Staff
 - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
 - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
 - "Absent" if student was not in school that day
 - "First Aid" if student is known to be receiving Medical Treatment.
 - "Missing" if student was in school but now cannot be located
 - Runner takes Student Request & Release Form to Reunification Area Leader
 - Reunification Area Leader verifies student location, if known, and directs runner accordingly
 - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
 - If student was marked absent, notify parent accordingly
 - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification area whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

NOTIFICATION AREA

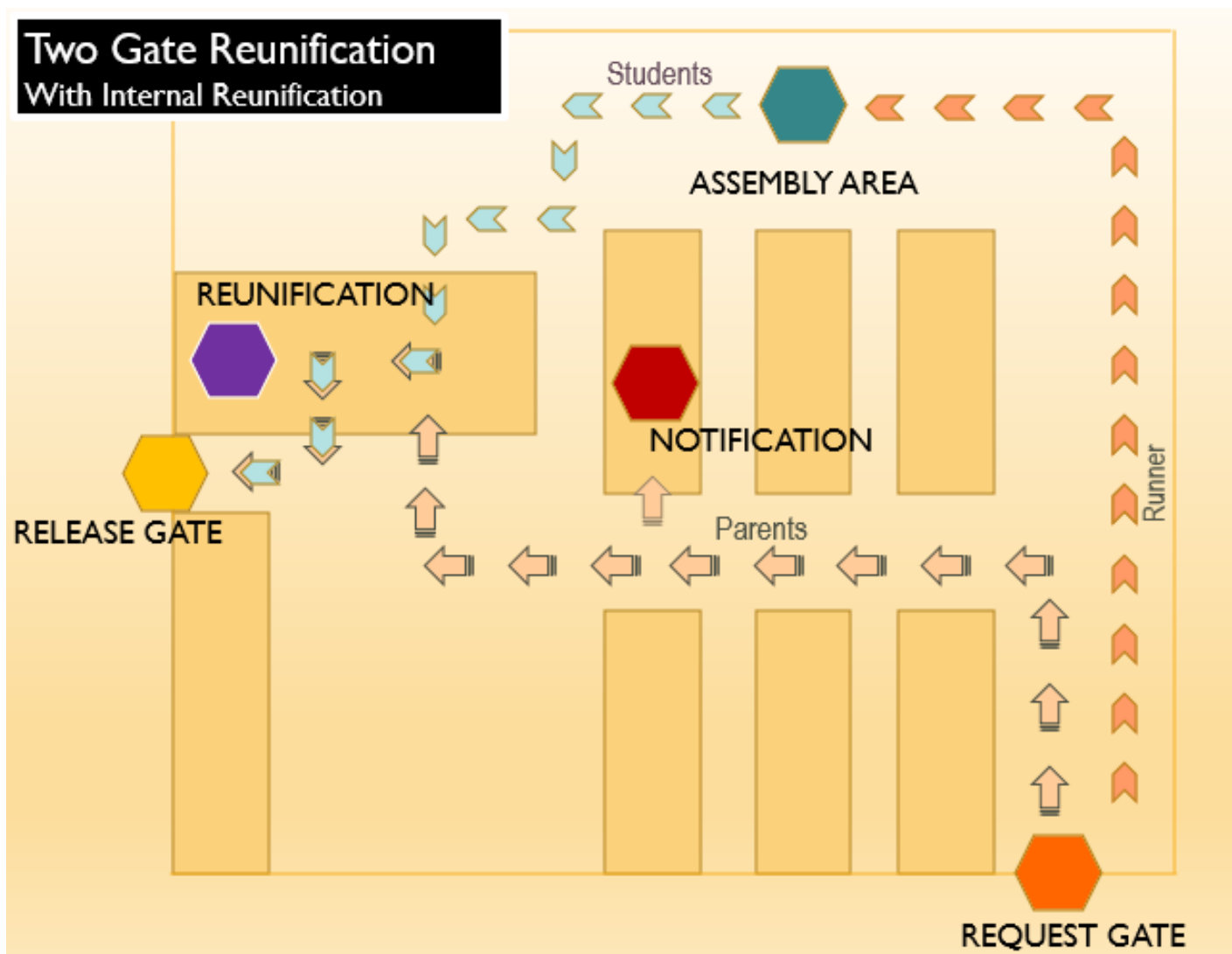
Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested

- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma
- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

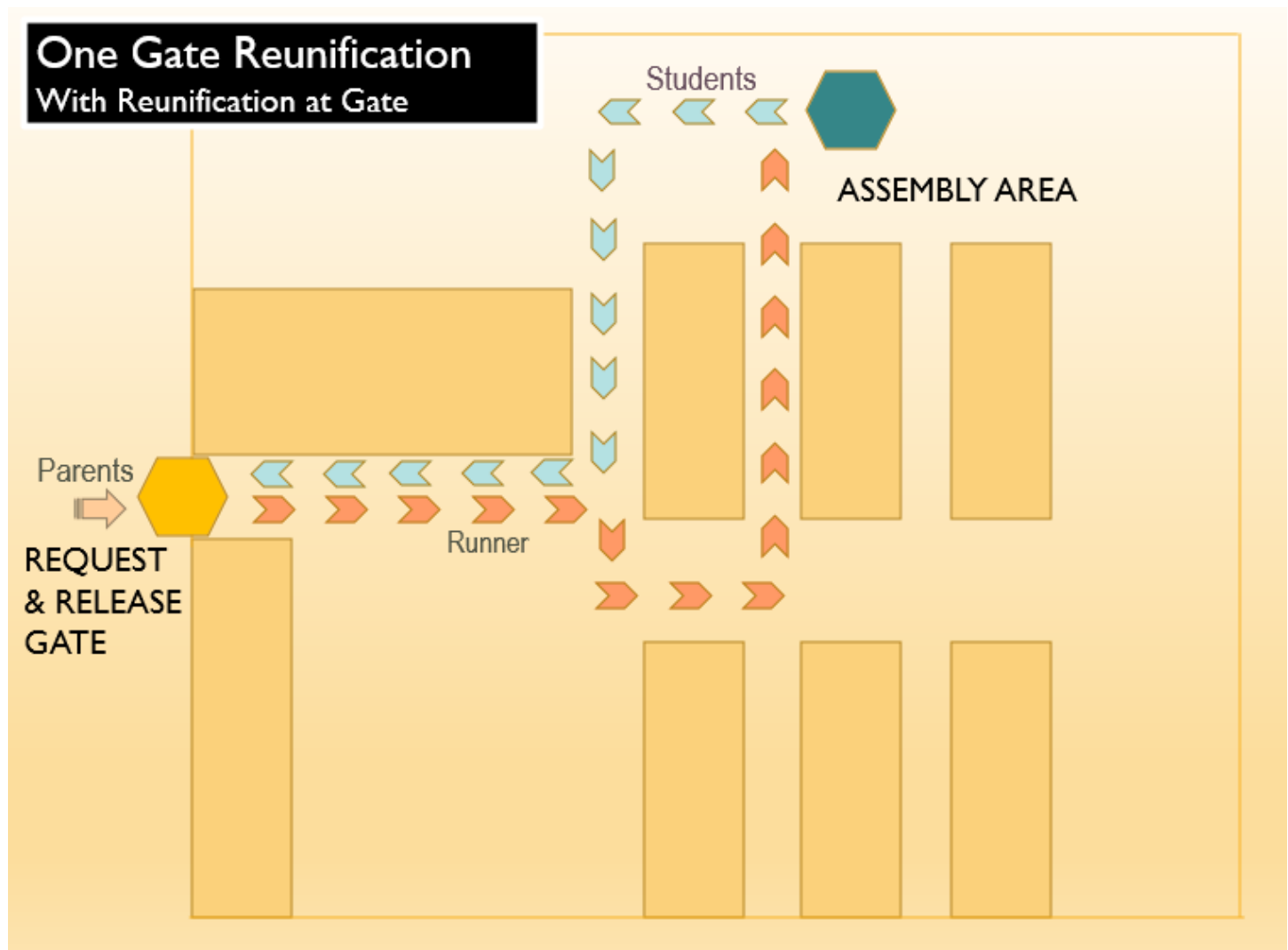
RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion



ONE-GATE REUNIFICATION

This type of reunification is recommended when there are **NO** injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method
- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter's Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form.** You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.

Padres/Guardianes: **Por favor complete esa seccion1 de esta forma.** Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form **ONLY** if they have the **SAME LAST NAME**)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

	1)	STUDENT Last Name	First Name	Teacher	Grade
	2)		First Name	Teacher	Grade
	3)		First Name	Teacher	Grade

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
☐	☐	Is the person requesting the student on the Emergency Contact List STAFF INITIALS
☐	☐	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
☐	☐	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
☐	☐	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
☐	☐	Staff - give this form to a "staff runner" to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
☐	☐	Receive/get student from Assembly Area.
☐	☐	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
☐	☐	Verify Photo I.D. again. Have them sign below to indicate where they are going next.
		Signature of person releasing student to: Firma de la persona liberando al estudiante: _____
		Next Destination: Proximo destino: _____
		Staff Signature: _____ Time of Release: _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School/LC _____ Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED AFTER-ACTION REPORT

(for small scale events and drills)

DATE:		TIME:	
SCHOOL/LC		BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

- 1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
- 2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
- 3) Complete this form using the information gained from the Brainstorm session.
- 4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
- 5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES - FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to:	School Director
Staffing	Site Administrator
Characteristics:	
Responsibility:	The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets the tone for staff and students.
Special Equipment:	• Crisis Response Boxes • Emergency Supplies/Disaster Container • Campus map • Master keys • Position-Specific forms • AM/FM radio (battery) • Site Command Post Tray (pens, etc.) • Site Emergency Procedures Plan • Tables & chairs (if Site Command Post is outdoors) • Megaphones • Staff rosters (2 sets) • District Emergency Radio • Copies of Forms
Start-Up:	• Assess type and scope of emergency • Determine threat to human life and structures • Implement Site Emergency Response Procedures • Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives • Activate functions (assign positions) as needed • Fill in Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear," contact the District before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Section: Command

Safety Officer

Reports to:

Site Incident Commander

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.

- Implement Site Emergency Procedures Plan
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- Stop or modify all unsafe operations
- Ensure that responders use appropriate safety equipment
- Think ahead and anticipate situations and problems before they occur
- Anticipate situation changes, such as severe aftershocks, in all planning
- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Section: Command

Public Information Officer

Reports to:	Site Incident Commander
Staffing	These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Characteristics:	
Responsibility:	Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site as soon as it is available. The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.
Special Equipment:	• Battery operated AM/FM radio • Marking pens • Scotch tape/masking tape • Forms: • Public Information Release Worksheet • School Accountability Report • Scissors • School site map(s) and area map(s): • 8-1/2 x 11 handouts • Laminated display • Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible “news center” site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District’s Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible
- Advise arriving media that the site is preparing a press release and approximate time of its issue
- Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance - “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin
 - Size and scope of the incident
 - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names
 - Resources in use
 - Best routes to school if known and appropriate
 - Any information school wishes to be released to the public
 - **Read** statements if possible
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command Liaison Officer

Reports to:	Site Incident Commander
Staffing Characteristics:	These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	• Brief Agency Representatives on current situation, priorities, and incident action plan • Ensure coordination of efforts by keeping Site Incident Commander informed of agencies’ action plans • Provide periodic update briefings to Agency Representatives, as necessary

Section: Operations

Operations Section Chief

Reports to:	Site Incident Commander
Staffing Characteristics:	The Operations Chief should be a staff member familiar with the site and be trained in response skills.
Responsibility:	The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.
Special Equipment:	• Maps: See Crisis Response Box
During Event:	• Assume the duties of all operations positions until staff is available and assigned • As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists • If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed • Communicate with Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals. • As information is received from the Operations staff, update the Site Incident Commander • Inform the Site Incident Commander regarding tasks and priorities • Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities • Schedule breaks and reassign Operations staff as needed

Section: Operations

Site Facility Check & Security

Reports to:	Operations Chief
Staffing Characteristics:	Custodian or others familiar with the site's facilities.
Responsibility:	Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.
Special Equipment:	• Hard hat • Work gloves • Whistle • Master keys

- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- Locate/control/extinguish small fires as necessary
- Check gas meter and, **if gas is leaking**, shut down gas supply
- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to:

Operations Chief

Staffing

Trained in Search & Rescue

Responsibility:

Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
 - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations**Search & Rescue Team**

Reports to:**Search & Rescue Team Leader****Staffing**

Trained in Search & Rescue

Characteristics:**Responsibility:**

Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
 - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to:**Operations Chief****Staffing**

Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Characteristics:**Responsibility:**

Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs

- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel
- Establish point of entry (“triage”) into treatment area
- Establish “immediate” and “delayed” treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Report deaths immediately to Operations Section Chief.

After pronouncement or determination of death:

- **Do not** move the body until directed by Site Incident Commander
- **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**
- As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
- Keep accurate records and make available to law enforcement and/or the Coroner when requested
- Write the following information on two tags:
 - o Date and time found
 - o Exact location where found
 - o Name of decedent, if known
 - o If identified—how, when, by whom
 - o Name of person filling out tag
 - o Attach one tag to body
- If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to:	First Aid & Medical Team Leader
Staffing	Trained in First Aid and Critical Incident Stress Management (CISM)
Characteristics:	
Responsibility:	Works with a buddy to administer first-aid and arrange for transport of victims as necessary.
Special Equipment:	• First Aid & Medical Team supplies • Marking pens • Stretchers, blankets, vests (if available) • Quick reference medical guides • Tables, chairs, ground cover/tarps, medication from health office • Forms: - o Medical Treatment Log - o Notice of First Aid-Care Provided
Start Up Activities:	• Obtain and wear personal safety equipment including latex gloves • Use approved safety equipment and techniques • Check with First Aid & Medical Team Leader for assignment
During Event:	• Administer appropriate first aid • Keep accurate records of care given • Continue to assess victims at regular intervals • Report deaths immediately to First Aid & Medical Team Leader • If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim • Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available Buddy Teams: • Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area Triage Entry Area: • Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments • Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged • Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie Treatment Areas ("Immediate" & "Delayed") • Completes secondary head-to-toe assessment • Records information on triage tag and onsite treatment records • Follow categories: Immediate, Delayed, Dead • When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations**Reunification Team Leader**

Reports to:**Operations Chief****Staffing****Characteristics:**

Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility:

Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
 - o Student Accountability Report
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.)
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Section: Operations

Assembly Area Leader

Reports to:

Operations Chief

Staffing

Trained in managing large groups of students - Associate Principal or Administrative Designee

Characteristics:

Responsibility:

Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - o Student Accountability Report
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
 - o Verify that the Evacuation Area and routes to it are safe
 - o Count or observe the classrooms as they exit, to make sure that all classes evacuate
 - o Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease
- Make arrangements to provide shelter for students and staff
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Section: Operations

Request Gate

- Reports to:** Operations Chief
- Staffing Characteristics:** School staff or volunteers
- Responsibility:** Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.
- Special Equipment:**
- Stapler
 - Box(es) of Emergency Cards
 - Signs: Parent Request Gate
 - Empty file boxes to use as out boxes
 - Pens for parents' to complete forms
 - Forms:
 - Student Release Form
 - Volunteer Assignment Log
- Start Up Activities:**
- Secure area against unauthorized access. Mark gate with sign
 - Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
 - Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
 - Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended
- During Event:**
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
 - **Refer all requests for information to the District's Communications Officer**
 - If volunteers arrive to help, have them report to the Request Area to be registered
- Reunification Procedures:**
- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification
 - Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card
 - Staff instructs the requester to proceed to the Release Gate
 - If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
 - Runner takes form(s) to the designated classroom
- Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, **“Sent with Runner”**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
 - **“Absent”** if student was never in school that day
 - **“First Aid”** if student is in Medical Treatment Area
 - **“Missing”** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to:	Operations Chief
Staffing Characteristics:	School staff or volunteers
Responsibility:	Assure proper reunification of student with parent or authorized adult at the Release Gate.
Special Equipment:	• Stapler • Pens for parents to sign Student Release Log • Student Release Log • Signs: Release Gate • Empty file boxes to use for processed Student Release Forms
Start Up Activities:	• Secure area against unauthorized access. Mark gate with sign. • Set up Release Gate away from the Request Area. • Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, **"Sent with Runner"**
- If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
 - o **"Absent"** if student was never in school that day
 - o **"First Aid"** if student is in Medical Treatment Area
 - o **"Missing"** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status and escorted to Crisis Counselor
- If student is in first aid, parent should be escorted to Medical Treatment Area
- If student was marked absent, parent will be notified by staff member

Section: Planning & Intelligence**Planning & Intelligence Section Chief****Reports to:** Site Incident Commander**Staffing Characteristics:** Resource Teacher**Responsibility:** Collection, evaluation, documentation, and use of information about the incident.**Equipment:**

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content

- Log in all written reports
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received
- Develop situation reports for the Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics

Logistics Section Chief

Reports to: Site Incident Commander**Staffing Characteristics:** Administrative skills**Responsibility:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.**Equipment:**

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, supplies and equipment

- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Section: Finance & Administration**Finance & Administration Section Chief****Reports to:** Site Incident Commander**Staffing Characteristics:** Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT – Functional Annex D

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School/LC	DATE:
Buildings Damaged	
Space is (check all that apply)	
☐ Not usable	☐ Usable ☐ Wet/Damp ☐ Dry ☐ Unknown
Utilities are operational (check all that apply)	
☐ Phone	☐ Internet ☐ Electrical Power ☐ Water ☐ Sewer
Ceiling (e.g wet, sagging, collapse)	
Walls (e.g. cracks, watermarks, soot)	
Floor/Carpet (e.g. wet, burnt, torn, mildew)	
Water Leaks (e.g. from roof, through walls, windows)	
Doors/Windows (e.g. broken locks, hinges, awnings)	
Fixtures (e.g. electrical outlets, lighting)	
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)	
Other	

Evacuation Planning for Special Needs – Functional Annex E

For People with Disabilities and Special Needs

Community Montessori and Dimensions Collaborative use this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - Self
 - Self with device
 - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
 - Who
 - What
 - Where
 - When
 - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101, Life Safety Code, for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility

impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	_____
Earthquake:	_____
Flood:	_____
Storm:	_____
Attack:	_____
Other (specify):	_____

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency?

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Sudden Cardiac Arrest – Functional Annex F

Element Education is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. The following was developed and taken from the American Heart Association.



ANSWERS
by heart



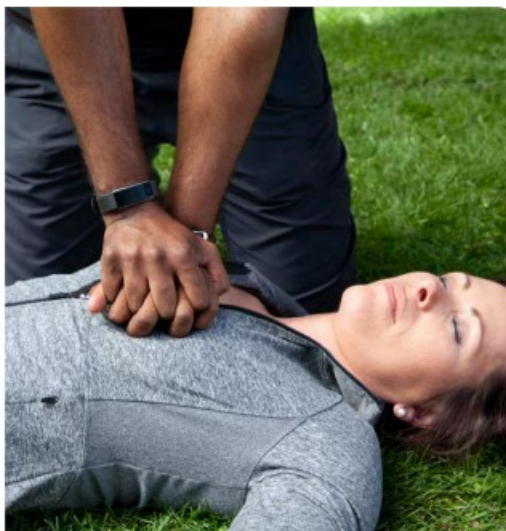
Cardiovascular Conditions

What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)



What Is Cardiac Arrest?

What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

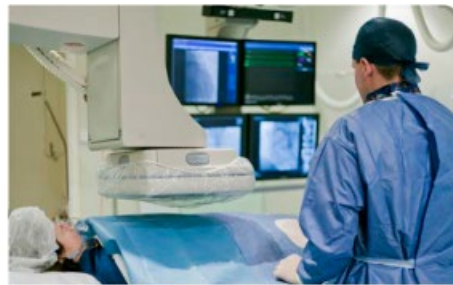
- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Exercise stress tests
- Imaging tests
- Cardiac catheterization
- Electrophysiology (EP) study

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit heart.org to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at HeartInsight.org.
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at heart.org/SupportNetwork.

Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

Where can I get CPR training in my area?

MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit heart.org/AnswersByHeart to learn more.

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Opioid & Fentanyl Overdose Prevention – Functional Annex G

Element Education's primary goal in the fight against opioids and fentanyl use is prevention and will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document

SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR.

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Community Montessori and Dimensions Collaborative use intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone is stored with each AED box at each learning center.

NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

RECOGNIZE

Observe for signs of overdose

1

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils



RESPOND

Immediately call for help:

2

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
 - Breathe again
 - Give one breath every 5 seconds



REVERSE

Administer Intra-Nasal Narcan

3

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.

• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols



REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

4

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart



Comprehensive School Safety Plan

Revised:

Adopted: 2/27/2026

Element Education, Inc.

The Comprehensive Safe Schools Plan was Board approved on:
February 27, 2026

Board Members

Chris Nunley, President
Barbara Rohrer, Vice President
Suhas Subramanya, Board Clerk
Amy Schaner, Board Member
Terry Breckenridge, Board Member
Leila Cavazos, Board Member

Executive Director

Terri Novacek

NOTE: Tactical information is excluded from the public inspection document.

Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)

In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the Governing Board's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)

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

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MAIN PLAN

Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal's designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

Element Education schools are a small school district as defined by Education Code 32281(d)(2) and develop a districtwide comprehensive safety plan that is applicable to each school site as per Education Code 32281(d)(1).

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Executive Director	Terri Nocacek
Chief Operations Officer	Roland Yung
School Directors	Earl Otte & Paul Johnson

Director of Human Resources	Kiran Sihota
Operations Manager	Alexis Roggeman
Certificated Employees	Marissa Castaneda & Adam Young
Classified Employees	Lorry Comiskey, Maureen Hopman
Parents	Tammy Becker

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	CM: 2 DCS: 2
Expulsions	CM: 0 DCS: 0
Chronic Absences	CM: 0.1% DCS: 1.0 %
Law Enforcement Calls for Service Report at Site	Law enforcement calls have remained at minimal to zero levels.
Fire Inspection Report Data	Fire inspection reports have consistently reported minimal corrections. Any requirements have been easily corrected.
Registrants/Sexual Offenders in area around school (Meghan's Law)	The number of registrants / sexual offenders in the school areas have remained consistent.
Community Crime data	Community crime data has remained stable and consistent with prior years.

Risk Assessment

Confidential

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Risk Assessment - Hazards/Threats and Vulnerabilities

Risk = Hazard/Threat (Probability) x Vulnerability x Consequence

Threat is defined by DHS as "a natural or man-made occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or

property.”

Hazard refers to “a natural or man-made source or cause of harm or difficulty”.

Natural hazards refer to potential incidents which may result from acts of nature, such as hurricanes, earthquakes, tornados, animal disease outbreaks, pandemics, or epidemics.

Technological hazards result from accidents or the failures of systems and structures, such as hazardous material spills or dam failures. Technological based incidents can be caused by power loss, power spikes, equipment failures, software errors, and telecommunications network outages. Examples include server failures, security cameras, or access card readers failing due to a power outage.

Human-caused incidents result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack, or cyber incident.

Vulnerability refers to a physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard.

Consequence refers to the effect of an event, incident, or occurrence, including the number of deaths, injuries, and other human health impacts along with economic impacts both direct and indirect and other negative outcomes to society. Potential consequences may include:

- Harm to persons
- Damage to property
- Economic disruption
- Increased liability due to negligence, and
- Loss of reputation

Site Location

Name:	Element Education, Inc.
Address:	1441 Montiel Rd Suite 143 Escondido CA 92026
Phone Number:	760-743-7880

Include a brief summary of identified issues in site assessments:

Element Education’s safety team met on February 4th 2026. Members included two Directors, three managers, five administrators, and one parent. The team reviewed crime data around all learning centers, student suspension/expulsion data, and risk assessment of each learning center. The team concluded that potential risks have been assessed, any mitigating factors have been implemented, and no further updates to the school safety’s risk assessment were required.

Appropriate Programs and Strategies that Provide School Safety

Community Montessori and Dimensions Collaborative Specific Information

- Behavioral Counselor Roles and Responsibilities:
 - o The primary responsibility of the Behavioral Counselor is to provide support and guidance to parents and staff to facilitate student behavior as it pertains to learning which includes, but is not limited to, observing, developing, planning, organizing, and monitoring a plan for the desired success of parents and students in need of support. The Behavioral Counselor also refers families to community resources.
- Trainings for school safety
 - o Vector solutions (online training)
 - o Monthly emergency safety drills are conducted at each learning center.
 - o Digital Citizenship
- Emergency cards are kept by the ASO at each learning center.
- Volunteer and visitor management
 - o Volunteer procedure
 - o Sign in/out log
 - o Badges/lanyards/ name tags
- Emergency procedures are in place for students with disabilities at each learning center.
- Annual review of Element Education facilities with law enforcement and fire department
- Governing Board approval of video surveillance for Element Education properties via the use of security cameras

Child Abuse or Neglect Reporting & Prevention Procedures

Community Montessori and Dimensions Collaborative adhere to Element Education's Child Abuse Reporting & Prevention procedures as follows:

As an educational institution, we have a duty to protect children on behalf of the State of California. Element Education and all of its' employees are mandated to report suspected child abuse, neglect, or sex offenses.. These procedures apply to all employees, volunteers, independent contractors, interns, student teachers, coaches, and third-party providers, all of which are required to complete annual training.

Child Abuse Reporting Procedures

If you are a mandated reporter, you are legally required to report if you know or reasonably suspect abuse of a child, elder, and/or dependent adult.

Child abuse includes physical, sexual, or emotional abuse or neglect. The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report.

Additional information on child abuse reporting can be found at:

- [Suspected Child Abuse Report](#)
- <http://ag.ca.gov/childabuse/pdf/8583guide.pdf>
- www.cde.ca.gov/ls/ss/ap/childabusereport.asp
- [Mandated Reporter Training](#)
- [San Diego County District Attorney Website](#)
- National Child Abuse Hotline: 1-800-422-4453
-

Reporting Steps:

Make an immediate oral report by telephone to Child Protective Services (CPS)/County welfare services, or local law enforcement

- 800-344-6000 or 858-560-2191

Submit a written [Suspected Child Abuse Report](#) (Form SS 8572) within 36 hours

- Fax: 858-467-0412
- Mail: Child and Family Wellbeing/Hotline, 8911 Balboa Avenue, San Diego, CA 92123
- Online : MRA Reporting System (for non-urgent child abuse reports)

- Immediately, or as soon as practically possible, call the Child Abuse Hotline at (800) 344-6000.
- .

Procedures for Supervision and Protection of Children from child abuse or neglect and sex offenses.

Background Clearance: All employees, independent contractors, unsupervised volunteers, and student interns are required to obtain a background clearance with the DOJ and FBI prior to working with or providing services to Element students.

Training: All employees, independent contractors, unsupervised volunteers, and student interns are required to complete Mandated Reporter training within 6 weeks of the start of the academic year or date of hire or providing services.

Supervision: Element prohibits the following:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories
- Seeking emotional involvement with a student for your benefit or discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with a student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Mandated Reporter Policy

Purpose: To protect students from abuse and neglect.

Scope:

Element employees, governing board members, volunteers, student interns, and independent contractors of Element Education ("Element").

Definition:

Mandated Reporter: Individuals who are legally obligated to report suspected abuse.

Annual: The California Department of Education interprets "annual" to mean every school year.

Reasonable Suspicion: Objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person to suspect child abuse or neglect.

Policy:

A mandated reporter must report any child abuse or neglect if they have reasonable suspicion. The duty to report is individual and non-delegable and may not be delayed for any reason. Element shall not interfere with, delay, screen, prevent, or substitute internal reporting for the legal duty to report.

All Element employees, governing board members, volunteers, student interns, and independent contractors who are over 18 and interact with students outside direct parental or school employee supervision are mandated reporters. Mandated reporters are granted confidentiality and immunity when reporting in good faith. The identity of the reporter is confidential and disclosed only as required by law.

Element will provide child abuse and neglect training in accordance with current legal requirements for employees, governing board members, volunteers, and student interns.

- Employees, volunteers, and student interns are required to complete and pass the mandated reporter training on an annual basis.

Mandated Reporter Administrative Procedures

Procedure:

Child abuse and neglect include physical, sexual or emotional abuse, sexual exploitation, or commercial sexual exploitation, or neglect.

Element will provide mandated reporter training in accordance with current legal requirements.

- Training mandates the successful completion and passing grade on tests and tutorials included in the training modules.
- All employees must complete the training within the first six weeks of the school year or within the first six weeks of the start of an employee's employment (Education Code 44691).
- All Category B and C volunteers and student interns must complete the training prior to the start of the volunteer assignment or internship.
- Category A volunteers, defined as one-time supervised volunteers, are not required to complete the mandated reporter training.

Independent Contractors, including their employees, volunteers, and subcontractors, are required to complete and pass the mandated reporter training provided by the California Department of Social Services, prior to providing services to or working with Element students. Independent Contractors shall complete the training on their own or through their employer. Independent Contractors must provide certification of completed training for any individual providing services to or working with Element students.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element"). employees and students

Policy:

Employees must maintain professional, appropriate relationships with students.

Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

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

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

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

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

Supervision and Protection of Students

A. General Supervision

Active supervision shall be maintained during instructional time, recess/lunch, passing periods, field trips, transportation, and extracurricular activities. Appropriate staff-to-student ratios should also be maintained.

B. Visibility Requirements

Meetings with students will be conducted in observable locations whenever possible. Doors will remain open or windows shall be uncovered during one-to-one meetings. Isolated settings shall be avoided unless required for safety or confidential services, and such interactions shall be documented.

C. Off-Campus Activities

For field trips, overnight trips, or other off campus activities, two-adult supervision will be provided when feasible. Separate sleeping quarters by gender and age shall be utilized, with exceptions for gender identification. Permission slips or parent/guardian consent forms will be signed and collected.

D. Professional Boundaries and Conduct

Element Education employees and volunteers shall follow the Student Employee Interaction policy and administrative procedures.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees, volunteers, and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element") Employees, students, and volunteers

Policy:

Employees must maintain professional, appropriate relationships with students. Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone

- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.

E. Prevention Measures

Screening and Hiring Practices shall include....

- A minimum of 2 professional reference checks
- AB2534 or SB848 employment clearance, as applicable
- DOJ and FBI clearance
- CTC Misconduct database check

F. Training

All employees, volunteers, governing board members, independent contractors, interns, student teachers, coaches, and third-party providers shall complete training on an annual basis and within the first six weeks of the school year. Those hired after the start of the school year shall complete training within six weeks of hire.

Volunteers must complete the training prior to the start of the volunteer assignment or internship.

Independent Contractors or third party providers must complete the training prior to providing services to Element Education students.

G. Student Education

As needed, age-appropriate instruction on child abuse prevention may be implemented to include personal safety, boundaries and consent, how to report concerns, trusted adults on campus, and online safety.

H. Discipline and Enforcement

Violations of these procedures may result in immediate removal from duties, suspension or nullification of any contracts, disciplinary action up to and including termination, referral to licensing authorities, and criminal prosecution, when applicable.

Mandated Reporter Policy

Purpose: To protect students from abuse and neglect.

Scope:

Element employees, governing board members, volunteers, student interns, and independent contractors of Element Education ("Element").

Definition:

Mandated Reporter: Individuals who are legally obligated to report suspected abuse.

Annual: The California Department of Education interprets "annual" to mean every school year.

Reasonable Suspicion: Objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person to suspect child abuse or neglect.

Policy:

A mandated reporter must report any child abuse or neglect if they have reasonable suspicion. The duty to report is individual and non-delegable and may not be delayed for any reason. Element shall not interfere with, delay, screen, prevent, or substitute internal reporting for the legal duty to report.

All Element employees, governing board members, volunteers, student interns, and independent contractors who are over 18 and interact with students outside direct parental or school employee supervision are mandated reporters. Mandated reporters are granted confidentiality and immunity when reporting in good faith. The identity of the reporter is confidential and disclosed only as required by law.

Element will provide child abuse and neglect training in accordance with current legal requirements for employees, governing board members, volunteers, and student interns.

- Employees, volunteers, and student interns are required to complete and pass the mandated reporter training on an annual basis.

Mandated Reporter Administrative Procedures

Procedure:

Child abuse and neglect include physical, sexual or emotional abuse, sexual exploitation, or commercial sexual exploitation, or neglect.

Element will provide mandated reporter training in accordance with current legal requirements.

- Training mandates the successful completion and passing grade on tests and tutorials included in the training modules.
- All employees must complete the training within the first six weeks of the school year or within the first six weeks of the start of an employee's employment (Education Code 44691).
- All Category B and C volunteers and student interns must complete the training prior to the start of the volunteer assignment or internship.
- Category A volunteers, defined as one-time supervised volunteers, are not required to complete the mandated reporter training.

Independent Contractors, including their employees, volunteers, and subcontractors, are required to complete and pass the mandated reporter training provided by the California Department of Social Services, prior to providing services to or working with Element students. Independent Contractors shall complete the training on their own or through their employer. Independent Contractors must provide certification of completed training for any individual providing services to or working with Element students.

Student and Employee Interaction Policy

Purpose:

To maintain safe, professional, and respectful relationships between employees and students. The policy and administrative regulations establish standards for interactions, communication, and conduct to protect students, staff, and Element Education ("Element").

Scope:

Element Education ("Element"). employees and students

Policy:

Employees must maintain professional, appropriate relationships with students. Interactions must be free from harassment, discrimination, intimidation, favoritism, or inappropriate personal involvement.

Employees are prohibited from engaging in romantic or sexual relationships with students under any circumstances.

Electronic communications with students must use school-provided or approved channels, except in emergencies.

Reporting

Employees must report any suspected or action violations of this policy to the Compliance Officer, Title IX Coordinator, or Director of Human Resources.

When any parent, guardian, or student believes an employee may have crossed the boundaries, he or she must promptly report the suspicion to the Compliance Officer or School Director.

Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and the student's parent/guardian about the alleged inappropriate behavior.

All reports shall be kept confidential to the extent possible.

Disciplinary Action

Employees who have violated this policy will be subject to appropriate disciplinary action, up to and including dismissal, and where appropriate, reported to authorities for potential legal action. Consistent with the California Department of Education Guidelines, Element will disclose to educational institutions seeking references any formal reprimands or dismissals for violating this Policy.

Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes.

Training

This document shall be discussed with and acknowledged by Element employees as part of their initial employment and again, on an annual basis, as part of on-going training for all employees. A copy of the acknowledgment will be placed into each employee's personnel file.

Employees shall participate in annual online training.

Notification

This policy will be incorporated into the Employment Manual. In addition, appropriate portions of this policy and related information will be incorporated into on-going communications activities (eg. via Element's website, monthly newsletters, staff meetings), to underscore the continuing importance that Element places on student/employee interaction.

Student Employee Interaction Administrative Procedures

Procedure:

Employees are encouraged to discuss issues with the School Director or the Director of Human Resources whenever they are unsure whether a particular conduct may constitute a violation of this policy.

Inappropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of inappropriate behaviors:

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student, including kissing and hugging, which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing transportation to a student in a non-emergency situation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement with a student for your benefit; discussing your own personal issues
- Being alone in a room with a student with the door closed, with no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls.

Appropriate Student/Employee Interaction

This list is not meant to be all-inclusive, but illustrative of the types of appropriate behaviors:

- Obtaining parents' written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities.
- Keeping the door open when alone with a student or asking another adult to be present
- Keeping reasonable space between you and a student
- Congratulating and giving students recognition without touching them; pats on the back, high-fives and handshakes are acceptable

Reporting Procedures

- Submit verbal or written complaints to Compliance Officer.
- Mandatory reporting to Child Protective Services if child abuse is suspected.

Investigating

If the School Director or Director of Human Resources receive a complaint, they must notify the Compliance Officer or Title IX coordinator, as appropriate. Safety risks and interim measures must be assessed.

Interim measures may include no-contact orders, temporary reassignment or schedule changes, counseling or support services, immediate safety actions if required, or paid administrative leave. The Compliance Officer shall investigate as per Incident complaint process, Title IX, or UCP procedures, as applicable.

The Executive Director shall notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Executive Director shall report to the Governing Board any conclusions reached.

Student Behavior – Policy Update with new policy

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/27/2024

Scope:
 All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present

- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to

intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm

- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Mobile Communication Devices Policy

These procedures are designed to promote a respectful learning environment while minimizing distractions to maximize learning.

EEL is a 1:1 school at grades 9-12, meaning that all students at grades 9-12 have access to an Element issued device for educational activities. Students at the elementary and middle school grades have access to educational technology as needed during the school day. Therefore, there is limited need for smartphones or mobile communication devices, including but not limited to, smart watches, headphones/earbuds, tablets, pagers, in a non-emergency educational setting.

Procedure:

- Away for the Day

TK-12 Students will not be permitted the use of smartphone or mobile communication devices during school activities which includes time at the learning center, field trips, and other school events.

Exceptions include time-sensitive communication with a parent or guardian (i.e. transportation needs, illness) and educational purposes as approved by a school Manager or Director.

- Device Accessibility and Unapproved Use

Devices will remain accessible to students should an emergency or perceived threat/danger arise or for approved educational purposes. Failure to comply will result in the device being locked away for the remainder of the day/activity. Repeated offenses may result in loss of privileges to attend the learning center/activity.

Notification Students and parents/guardians will receive annual notification through the student and parent handbook

DISASTER PROCEDURES

**Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes**

**General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes**

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the School's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa)

Off-Site Evacuation Area Map

CONFIDENTIAL

Confidential document related to the Organization's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and for use by law enforcement, (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Operations department which reviews and ensures the Element Education specific items are completed in the Comprehensive School Safety Plan.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states "It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan." It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 6 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to the Director of Human Resources.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Regional Manager/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

SECONDARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	2 times per year	Once each school semester
Fire Drill (Evacuation)	2 times per year	Once each semester

All occupants at each site must participate in the drills. **Exceptions will be made for students whose parent/guardian provides written request to opt out.**

In addition to the drills mandated by the state listed above, Element Education recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Lockdown Drill	2	Once per semester

Tabletop Exercises

Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises four times a year.

Drill & Exercise Compliance

School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency

Drill Report form. This form is submitted at the end of the year to Element's Human Resources, which Reviews and ensures Element specific items are completed in the Comprehensive School Safety Plan.

CONCEPT OF OPERATIONS

Community Montessori, Dimensions Collaborative, and Element Education work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Community Montessori, Dimensions Collaborative, and Element Education utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY:** For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders. As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of

California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 "Management of Domestic Incidents," directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Community Montessori, Dimensions Collaborative, and Element Education ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Director of Human Resources for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents

an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.

- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security** – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team** – conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team** – provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader** – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
 - **Request Area** – process requests by parents or authorized adults for release of students
 - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

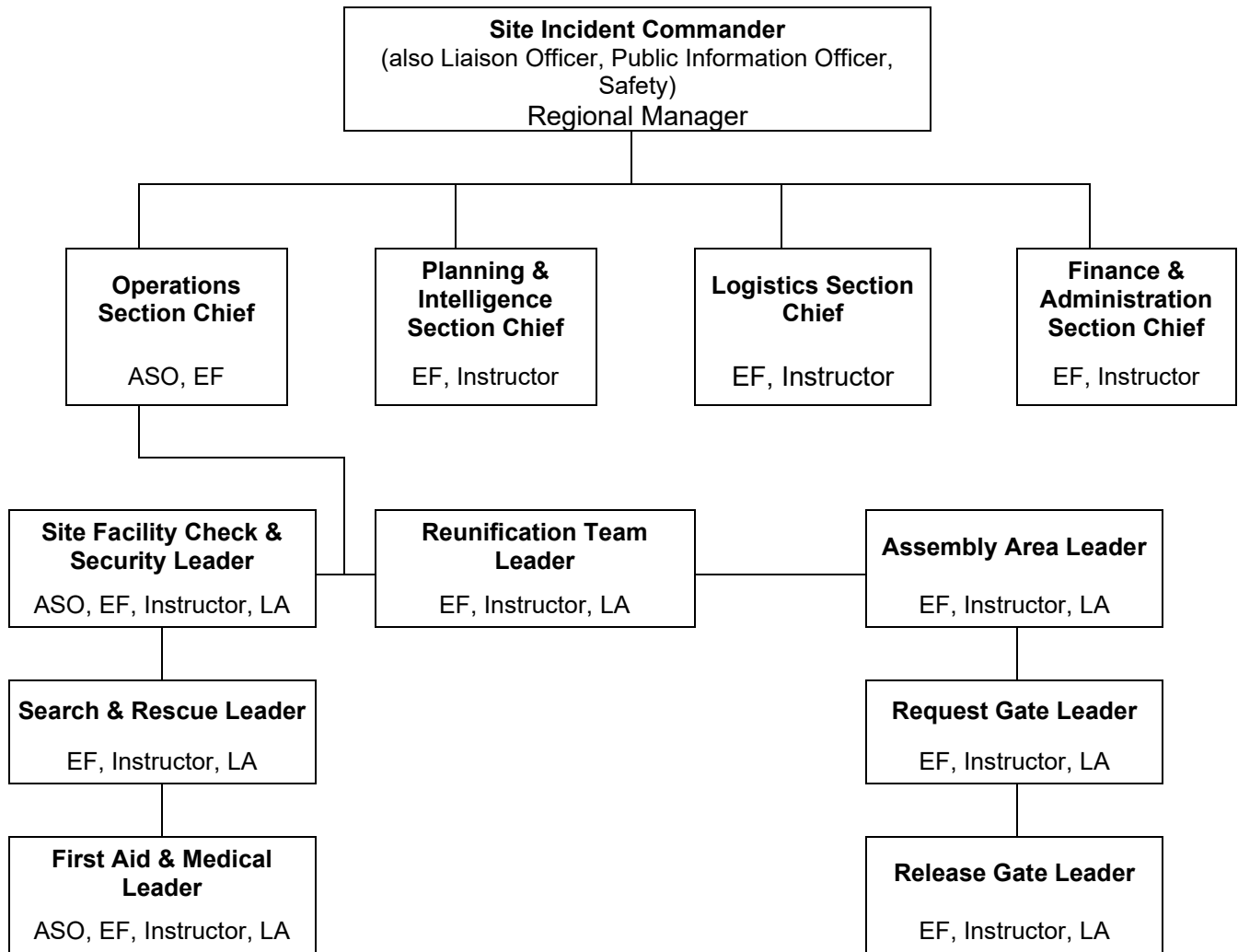
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Incident Command Team Organizational Chart



Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Regional Manager
Planning Section Chief	EF, Instructor, Education Specialist
Logistics Section Chief	EF, Instructor, Education Specialist
Finance & Administration Section Chief	EF, Instructor, CBO
Operations Section Chief	ASO, EF
Site Facility Check & Security	EF, Instructor, LA
Search & Rescue: Leader	EF, Instructor, LA
S&R Team A	EF LA LA, IA
S&R Team B	EF LA LA, IA
First Aid & Medical: Leader	ASO, EF, Instructor, LA
First Aid Team A	EF LA LA, IA
First Aid Team B	EF LA LA, IA
Reunification Team Leader	EF, Instructor, LA
Assembly Area Leader	EF, Instructor, LA
Request Gate Leader	EF, Instructor, LA
Request Gate Team	EF LA LA, IA
Release Gate Leader	EF, Instructor, LA
Release Gate Team	EF LA LA, IA

Disaster Service Worker Status

All public employees are required to take an "Oath of Allegiance" (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

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.
(Amended by Stats. 1971, Ch. 38.)

OATH OR AFFIRMATION

All public employees are disaster service workers. As such, before beginning employment with Element, 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 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.

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	ADVANTAGES	DISADVANTAGES
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message (Parent Square)	For parents/community and possibly staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email (Parent Square)	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all NOT RECOMMENDED see disadvantages	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Microsoft Teams	Multiple communication systems, including instant phone calls, allows for teams and channels to distribute and gather information, allows for assignments to be made.	Only those with access to Microsoft teams can benefit from any groups or channels.
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
LCD Monitors	Visual broadcast. Supports individuals with hearing impairments.	Reaches a limited audience and not currently used for emergencies.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	Two-Way Radio, PA System
Duck, Cover, Hold On	Two-Way Radio	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	Two-Way Radio	If two-way radio system is not working, use email or written notes to classes
Secure Campus	Two-Way Radio	PA system
Lockdown	Two-Way Radio	Evidence of gunfire or threat of violence on campus.
All-Clear	Two-Way Radio	PA system

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	- 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	<u>During an emergency:</u> Notice will be sent via Parent Square.
	<u>After an emergency:</u> Notice will be sent via Parent Square.

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Executive Director's Office	619-247-3384	619-247-3384
Communications Office	858-449-7032	858-449-7032
Facilities	858-449-7032	858-449-7032
Emergency Preparedness	760-743-5818	760-743-5818
Risk Management	760-743-5818 / 760-743-5815	760-743-5818 / 760-743-5815
Transportation	760-743-5815	760-743-5815

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Law Enforcement	9-1-1	Carlsbad: (760) 931-2197 Central San Diego: (858) 495-7900 Escondido: (760) 839-4722 Poway: (858) 513-2800 Santee: (619) 956-4000
Fire Department	9-1-1	Carlsbad: (760) 439-6581 Central San Diego: (619) 533-4300 Escondido: (760) 839-5400 Poway: (858) 668-4460 Santee: (619) 258-4100, ext. 207
San Diego County Sheriff	9-1-1	858-565-5200
San Diego Gas & Electric	619-725-5114	800-411-7343/800-611-7343
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human		619-441-6500
S.D. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.D. County Animal Control	619-236-2341	619-757-2675
Water and Sewer	Carlsbad: (760) 602-2420 Central San Diego: Water: (619) 515-3500 Sewer: (858) 292-6300 Escondido: (760) 839-4657 Poway: (858) 668-4700 Santee: (619) 448-3111	Carlsbad: (760) 602-2420 Central San Diego: Water: (619) 515-3500 Sewer: (858) 292-6300 Escondido: (760) 839-4657 Poway: (858) 668-4700 Santee: (619) 448-3111

Standardized Emergency Response Actions

San Diego County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

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. See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically when 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.
RESTRICTED MOVEMENT & ACCESS	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. • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • 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 • 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 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.
	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 windstorms and tornados. • Move students and staff into the school's permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	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.
EVACUATION	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.
	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.
	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 district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	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: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

How To Assist Those With Disabilities During an Emergency

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 the person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes, or walkers

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

To evacuate individuals using wheelchairs

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

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Confidential document related to the Element's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: in the front office / the ASO's office

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. Element recommends the Site Incident Commander conduct annual inspections/inventory by May 1st of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that Element recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies(check with purchasing on type allowed)	Optional	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4" compress	50	Procedure Masks	25
8 x 10" compress	25	Sanitary Napkins	50
Gauge bandages (Kling)	100	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	6	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	6	Triage tags	25
Triangular bandage	12	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	12	Non-Latex gloves	50
Arm splints	10	Oval eye patch	25
Leg Splint	10	Medical Tape (cloth 1" x 10 yds)	20
Steri-strips or butterfly bandages	50	Medical Tape (cloth 2" x 10 Yds)	10
Water pouches (for flushing wounds, etc)	50	First Aid Books	1
Hydrogen Peroxide	5	First Aid Pocket Guide	1
Emergency Blankets (disposable)	25	Stretch Gauze Roll (2 x 4.1 Yds)	10
Mylar Blankets	100	Burn gel	1 bxs

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Stretch Gauze Roll (3 x 4.1 Yds)	10	Ice packs	10
Bandages (3/4 x 3")	2 bxs	Eye Wash	2
Sting relief	1 bx	Iodine Swabs	1 bxs
Tourniquets	5	Antiseptic Hand Gel or Packets	1 bxs or 1 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Mylar Blankets	2	Hard Hats	6-9
Adjustable Wrench 10"	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14" (Utility shut off)	1
Dust Masks	10	Pliers	1
Eye Guards/Safety Glasses	5	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	Small First Aid Kits	3
D-Handle Shovel	1	Triangular Bandages	
Screwdriver Set	1	Bandages (asst.)	
Safety Cones	Optional 3-4	Ice pack	
Utility Knife	1	Gauze roll	
Steel Digging Bar	2	Cloth tape	
Hydraulic Jack	Optional	Tongue depressors	
Wool Blanket	2	Gauze pad	
		Sanitary Napkin	
		Scissors	
		Wet-Wipe towelettes	
		Non-latex glozes	

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	UNITS	ITEM	UNITS
Emergency Response Procedures (located in this portion of the CSSP)	1	First Aid Supplies (put in large zip-lock bag)	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	2
Disposable non-latex gloves	4-6	• Triangular bandages	3
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	25	• Gauze bandages rolls (2")	2
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2")	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4" gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	5
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	2
Pre-moistened wipes	25	• Scissors (small classroom type)	1
Room number and teacher's name written at least 5" high on a 8 ½ x 11" piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Community Montessori and Dimensions Collaborative adhere to Element Education's Suspension and Expulsion Policies as follows:

Student Behavior – Policy update with new

Subject: Student Behavior

Date of Origination: 09/25/2019

Last Revision: 09/27/2024

Scope:

All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle

- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral interventional plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Procedures for Notifying Teachers of Dangerous Pupils

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures for Notifying Teachers of Dangerous Pupils as follows:

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Element Education has incorporated this notification into its' procedures by notifying the specific teacher via email. All

information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s).

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

Discrimination & Harassment Policy

Community Montessori and Dimensions Collaborative adhere to Element Education's Discrimination and Harassment Policy

Prohibition of Discrimination, Harassment, Intimidation, and Bullying - Policy

Subject: Prohibition of Discrimination, Harassment, Intimidation, and Bullying
Date of Origination: 4/17/2013
Last Revision Date: 6/25/2019

Scope:
 All stakeholders of the Organization.

This policy shall apply to any and all activities conducted by an Element School such as, but not limited to, learning center classes, field trips, clubs, and social events. The Executive Director, or designee, shall ensure compliance with this policy.

Policy:

1. Bullying (including cyber-bullying), harassment, discrimination and intimidation in any form are prohibited at school-related activities or outside of school hours with the intention to be carried out during any school-related activity.
2. Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, immigration status, and/or sexual orientation.
3. The Organization further prohibits the inciting, aiding, coercing, or directing of others to commit acts of bullying or cyber-bullying, discrimination, harassment, or intimidation.
4. Any form of retaliation in response to a report of such acts is prohibited and the identity of the complainant will remain confidential, as appropriate.
5. Staff shall receive annual training on the definition and forms of discrimination, harassment, intimidation, and bullying as well as appropriate actions for prevention and response.
 - a. An online training module can be found on the Organization's internal website to assist all staff, parents, and students in their knowledge of the dynamics of bullying and cyberbullying. The online training module includes identifying acts and implementing strategies to address bullying and cyberbullying.
 - b. The Organization will annually update its list of available online training modules related to bullying and bullying prevention.
 - c. Staff shall receive annual training on bullying and cyberbullying via the online training module.
 - d. Staff shall receive information on existing Organization and community resources related to the support of lesbian, gay, bisexual, transgender and questioning (LGBTQ) pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived

religious affiliation. Resources may include peer support or affinity clubs/organizations, safe spaces for LGBTQ or other at-risk pupils, counseling services, designated trained staff to support pupils, online training, and physical and mental health providers.

6. This policy shall be posted and/or made available for review.
7. This policy and the complaint procedure shall be published in the Parent Handbook.

Complaint Procedure/Action:

1. Any staff member who witnesses and/or overhears such actions, or to whom such actions have been reported, must take prompt and appropriate action to stop the behavior and to prevent its recurrence as outlined.
2. Students who witness and/or overhear such actions must report the behaviors to a staff member. Parents/guardians and district visitors are encouraged to report the behaviors to a staff member.
3. In the event an action is not resolved to the satisfaction of the complainant by the immediate staff member, a written complaint must be provided to the School Director within twenty-four (24) hours of occurrence. The School Director shall promptly investigate alleged violations of this policy and respond in writing within seventy-two (72) hours of the complaint.
4. Should the complainant disagree with the School Director's resolution of the complaint, an appeal can be made to the Executive Director. All written complaints and resolutions shall be kept on file in the Director of Human Resource's office for four years.

Uniform Complaint Procedures (UCP) - Policy

Scope:

All Element Education ("Element") students, employees, parents or guardians of our students, and other interested parties

Policy:

Element shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Element shall investigate and seek to resolve complaints alleging failure to comply with applicable federal or state laws or regulations including, but not limited to, discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the Uniform Complaint Procedure (UCP).

Complaints

Element uses the UCP policy to process complaints concerning programs or activities for which state or federal funds have been used, as well as complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an Element school, which is funded directly by, or that receives or benefits from any state financial assistance.

A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. A signature may be handwritten, typed (including in an email), or electronically generated. Complaints may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the requirements of Education Code sections

49010 *et seq.* A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. A complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, EEI shall assist the complainant in the filing of the complaint.

Complainants shall be protected from retaliation and the identity of a complainant alleging discrimination, harassment, intimidation, and bullying shall remain confidential as appropriate.

Programs/Activities Subject to UCP

According to the state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for pregnant and parenting pupils
- Adult education
- After school education and safety
- Agricultural career technical education
- Career technical and technical education and training programs
- Child care and development programs
- Compensatory education
- Consolidated categorical aid programs
- Course periods without educational content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, homeless, from military families, or formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant education
- Physical education instructional minutes

- Pupil fees
- Reasonable accommodations to a lactating pupil
- Regional occupational centers and programs
- School plans for student achievement
- School safety plans
- School site councils
- State preschool
- State preschool health and safety issues in LEAs exempt from licensing
- Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to the Uniform Complaint Procedures set forth in this document unless these procedures are made applicable by separate interagency agreements:

- Allegations of child abuse shall be referred to the County Department of Social Services (DSS), Protective Services Division, or appropriate law enforcement agency.
- Health and safety complaints regarding a Child Development Program shall be referred to DSS
- Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.
- Allegations of fraud shall be referred to the Legal, Audits, and Compliance Branch of the CDE.

Compliance Officer

The person responsible for receiving and investigating complaints and ensuring compliance with state and federal laws and regulations ("Compliance Officer") is:

Title: Chief Operations Officer

Address: 1441 Montiel Road, Suite 143, Escondido, CA 92026

Phone: 760-743-7880

EEI shall ensure that the Compliance Officer, or designee, is knowledgeable about the laws and programs to be investigated and shall seek legal counsel or other specialized assistance as needed. Complaints of noncompliance with laws relating to pupil fees may also be filed with the School Director, Executive Director, or designee.

Annual Notice

EEl shall annually notify in writing students, employees, parents or guardians of students, and other interested parties of the UCP procedure. The UCP Annual Notice include information regarding allegations about discrimination, harassment, intimidation, or bullying, list of all federal and state programs within the scope of the UCP, title of the position and name of the individual who is responsible for processing complaints.

The UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. The UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of the UCP complaint policies and procedures document shall be provided free of charge to interested parties by contacting school administration.

Procedure:

Filing

Any individual, public agency, or organization may file a written complaint with the Compliance Officer, or designee, alleging a matter which, if true, would constitute a violation by EEl of federal or state laws or regulations governing a program. The complaint shall be filed by one who alleges, or his/her duly authorized designee, that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying.

The complaint must be filed with the Compliance Officer. Complaints alleging discrimination, harassment, intimidation, or bullying shall be filed no later than six months from the alleged date or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. Complaints containing all other types of allegations must be filed within one year of the date the complainant knew or should have known of the alleged conduct. The time for filing may be extended in writing by the Compliance Officer, or designee, upon written request by the complainant setting forth the reasons for the extension. The Compliance Officer shall respond immediately upon receipt of a request for extension. The period for filing may be extended by the Compliance Officer, or designee, for good cause for a period not to exceed 90 calendar days.

PUPIL FEES: A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity. A pupil fees complaint may be filed with the School Director, Executive Director, or designee. If EEl finds merit in a complaint, a remedy will be provided to all affected pupils, parents, and guardians, that, where applicable, will include reasonable efforts by EEl to ensure full reimbursement to all affected pupils, parents, and guardians.

LCAP: For complaints relating to LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or adopts the annual update.

Investigation

Within seven (7) days of receiving the complaint, the Compliance Officer may choose to informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the Compliance Officer shall make all arrangements for this process. Before initiating the mediation of a

complaint alleging discrimination, harassment, intimidation, or bullying, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the school's 60-day timeline for investigating, resolving, and issuing a written investigation report to the complaint unless the complainant agrees in writing to such an extension of time (5 CCR 4631).

Within thirty (30) days of receiving the complaint, the Compliance Officer shall provide the complainant and/or representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The Compliance Officer shall also collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide EEI's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation may result in the dismissal of the complaint because of lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, EEI shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Resolution

Within sixty (60) days of receiving the complaint, the Compliance Officer shall prepare and send to the complainant a written response of EEI's investigation and decision. The decision shall be written in English and in the primary language of the complainant whenever required by law.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered;
2. The conclusion(s) of law;
3. Disposition of the complaint;
4. Rationale for such disposition;
5. Corrective actions, if any are warranted; and
6. Notice of the complainant's right to appeal the decision within fifteen (15) calendar days to the CDE and procedures to be followed for initiating such an appeal.

In addition, any decision on a complaint of discrimination, harassment, intimidation or bullying based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

If the investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of appropriate expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding pupil fees, deposits and other charges is found to have merit, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, the charter school shall attempt to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint.

If a complaint is regarding pupil fees, LCAP, physical education instructional minutes, or course periods without educational content, the remedy shall go to all affected pupils, parents, and guardians. For all other complaints the remedy shall go to the affected pupil.

Appeals to the Governing Board

If the complainant is dissatisfied with the Compliance Officer's decision, a complaint must be put in writing within five days to the Governing Board.

The Governing Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the sixty (60) calendar day time limit within which the complaint must be answered by the School. The Governing Board may decide not to hear the complaint, in which case the Compliance Officer's decision shall be final.

If the Governing Board hears the complaint, the Compliance Officer shall send the decision to the complainant within 60 calendar days of the Organization initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Appeals to the California Department of Education

If dissatisfied with EEI's decision, the complainant may appeal in writing to the CDE. An appeal is a written and signed request by the complainant to the CDE seeking review of the School's response to a properly-filed complaint. The complainant may file his/her appeal within thirty (30) calendar days of receipt of School's decision and the appeal shall specify and explain the basis for the appeal, including whether the procedures were not followed, facts are incorrect or unsupported, the law has been misapplied, and/or failure to provide a proper remedy in cases of the School's noncompliance. The appeal shall be accompanied by a copy of the locally filed complaint and EEI's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed EEI's decision, the Compliance Officer or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint;
2. A copy of the decision;
3. A summary of the nature and extent of the investigation conducted by the charter school, if not covered by the decision;
4. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;

5. A report of any action taken to resolve the complaint;
6. A copy of EEI's complaint procedures; and
7. Other relevant information requested by CDE.

The CDE may directly intervene in the complaint without waiting for action by the charter school when one of the conditions listed in 5 CCR 4650 exists, including when EEI has not taken action within 60 calendar days of the date the complaint was filed with EEI. A direct complaint to the CDE must identify the basis for direct filing of the complaint, which must include clear and convincing evidence that supports such a basis.

Civil Law Remedies

Complainant may pursue civil law remedies available under state or federal discrimination, harassment, intimidation, or bullying laws including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants. Complainants may seek assistance from mediation centers or public/private interest attorneys.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, a complainant shall wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided EEI has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination based on federal law.

Williams Complaint

The Williams complaint regards alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. Any Williams Complaints will be handled through the UCP process. The notice and complaint form shall be in English and in the primary language of the complainant, pursuant to Education Code Section 48958 and if 15 percent or more of the students enrolled speak a language other than English.

Notice

A notice will be posted in each classroom informing parents, guardians, students, and employees of their rights to file a Williams complaint. The notice will include:

- A statement proclaiming sufficient textbooks and instructional materials (sufficient is defined as each student having textbooks/materials to use in class and to take home);
- A statement that school facilities must be clean, safe, and maintained in good repair;
- A statement that there should be no teacher vacancies or misassignments; and
- The location at which to obtain a form to file a complaint in case of a shortage.

Complaint Form

A complaint form will be made available and if a response is requested by the complainant, the response will go to the mailing address indicated on the complaint form. The complaint shall be filed with the Compliance Officer, may be filed anonymously, and the complainant need not use the complaint form.

Resolution

The Compliance Officer shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received. The Compliance Officer shall report to the complainant the resolution within 45 working days of the initial filing, if complainant identifies himself/herself and requested a response.

The Compliance Officer shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the Governing Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and responses shall be available as public records.

Appeals

A complainant who is not satisfied with the resolution has the right to describe the complaint to the governing board at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution involving a condition of a facility that poses an emergency or urgent threat has the right to file an appeal to the State Superintendent of Public Instruction at the CDE within 15 days of receiving the report. Conditions constituting emergency or urgent threats are indicated in the School Complaint form. The complaint shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal shall be accompanied by (1) a copy of the original filed complaint and (2) a copy of the decision.

Insert Title IX Policy

Sexual Harassment – Policy

Purpose: Element Education (“Element”) is committed to providing a safe, inclusive, and respectful educational and work environment free from sexual harassment. Sexual harassment in any form is illegal, prohibited, and will not be tolerated.

Scope:

All Element stakeholders

Definition of Sexual Harassment

As defined by the EEO Commission Guidelines and the Education Code §212.5, “Sexual harassment” includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under the following conditions:

- Submission to or rejection of the conduct is explicitly or implicitly made a term or condition of an individual’s employment, academic status, or progress.
- Submission to or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Policy:

It is the position of Element that sexual harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which Element has a cooperative agreement, to engage in sexual harassment.

Employees and students are prohibited from sexually harassing other employees or students whether or not the incidents of harassment occur on Element's premises and whether or not the incidents occur during working hours.

Any expression of sexual interest between adults and students, regardless of reciprocity, is considered inappropriate and shall be subject to discipline under Education Code §44932.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

Reporting

An employee who has knowledge of an allegation of sexual harassment or personal knowledge of an incident of sexual harassment is required to report to the Compliance Officer as soon as possible. Failure to do so is a violation of this policy.

Training

Element shall implement appropriate annual training, education programs, and appropriate materials for all stakeholders.

Discipline

Discipline will be appropriate to the circumstances, ranging from a written reprimand through suspensions without pay of varying lengths to separation for cause. A verbal or written admonishment, while not considered formal discipline, may also be considered.

Confidentiality

All allegations, inquiries, complaints, investigation, and results of sexual harassment claims shall be kept confidential to the extent reasonably possible under the investigation process.

Retaliation is Prohibited

Retaliation against the individual reporting the incident or witnesses is prohibited.

An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Other Available Procedures

The procedures available under this policy do not preempt or supersede any legal procedures or remedies otherwise available to a victim of sexual harassment under federal, state, or local laws including filing complaints with the DFEH or the EEOC.

Notification

The policy will be posted in public areas, offices, and hallways. In addition, the policy will be published on the internal website and in the employment manual.

Administrative Regulations

Element shall adopt further procedures as may be necessary to implement and enforce this policy. Such further procedures may include the following: posting and other means of distributing the policy, a process under which complaints will be handled, and/or an explanation of possible civil proceedings and potential legal consequences of sexual harassment.

Sexual Harassment – Administrative Procedures**Procedure:**

Sexual harassment may:

- Occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.
- Be physical and psychological in nature.
- Be an aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Examples of conduct, which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Suggestive or obscene letters, notes, invitations, derogatory comments or sexually degrading descriptions, slurs, sexual jokes or innuendo, epithets, assault, threats, verbal abuse, touching, impeding or blocking normal movement, gestures, display of sexually suggestive materials, or cartoons in the educational or work environment.
- Graphic verbal comments about an individual's body or overly personal conversation.
- Requesting sexual favors
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
 - Unwelcome touching, hugging, or kissing
- Among peers, continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual harassment).
- Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.
- Within the educational environment, engaging in sexual behavior to control, influence, or affect the educational opportunities, grades and/or learning environment of a student.
- Within the employment environment, implying or actually withholding satisfactory evaluations or suggesting that promotion or favorable evaluations will be denied as a condition of receiving sexual favors.

- Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Reporting

Any employee who believes he or she has been sexually harassed by an employee, agent, or student of Element, should promptly report the facts of the alleged incident(s) and the name of the individual involved to the Compliance Officer or any adult staff member with whom they feel comfortable, and that person shall report the incident to the Compliance Officer.

Compliance Officer:

Roland Yung
COO
1441 Montiel Road, #143, Escondido, CA 92026
760-743-7880
ryung@myelement.org

It is helpful, but not required, to provide a written record of the date, time and nature of the incident(s), and the names of any witnesses.

When a complaint is received, a prompt, thorough, and impartial investigation will be conducted in a timely manner. If applicable, Title IX or UCP procedures shall be followed as determined by the Compliance Officer.

Anonymous reports will be accepted but may limit the ability to investigate.

Students or employees may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather the information from the student, employee, any other individual involved in the sexual harassment, and/or witnesses to complete the Sexual Harassment Incident Report. A copy of the report will be forwarded to the Director of Human Resources (if an employee is involved) and the parent (if the person is a minor student).

Employees who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive, or must stop, but are encouraged to do so. An aggrieved individual is not required to complain to the employee's supervisor if the supervisor is the individual who is harassing the employee.

Corrective Action

If sexual harassment is substantiated, Element will take appropriate corrective action, which may include, but is not limited to:

- Discipline up to and including termination for employees
- Counseling or training
- Suspension, expulsion, or other corrective measures for students

Training

Designated supervisors shall receive Title IX training.

Training will be provided for the Compliance Officer on an annual basis to prepare the Compliance Officer to investigate allegations of sexual harassment.

- In addition, an alternate Compliance Officer will be designated and annually trained to investigate allegations of sexual harassment, in the event the Compliance Officer is unavailable or named as the alleged harasser.

Element will utilize a training plan to familiarize students and staff with the Sexual Harassment Policy as well as reporting procedures.

- New hires to Element will be provided with this training as part of their orientation.

Non-management employees and student interns shall be receive training every 2 years on Sexual Harassment Prevention in compliance SB1343.

Management and the Governing Board shall receive training every 2 years on Sexual Harassment policy and prevention in compliance with AB1825.

Confidentiality

Confidentiality will be maintained to the extent possible, consistent with a fair investigation. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others, and that they may be subject to disciplinary action for such violations.

All information pertaining to a sexual harassment complaint or investigation is maintained by the Compliance Officer.

Retaliation is Prohibited

The initiation of an allegation of sexual harassment, will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with Element, employment, compensation or work assignments, promotions, or, in the case of students, grades, class section, or other matters pertaining to status as a student of any Element programs.

Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, an aggrieved person may contact the Compliance Officer or the Director of Human Resources.

Referrals for Victims and Accused

Element may provide victims and accused with a list of counseling services to assist them. A list of agencies that provide such services will be made available to each Compliance Officer.

Student Behavior – Policy

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/27/2024

Scope:
 All students with the Element Education Schools

Policy:

Student Behavior Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the

lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present
- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of

incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntary engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm
- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room

- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

Special Circumstances

Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

Notification and Reporting

Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

Student/Employee Interaction

When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

Sexual Harassment

Any student who believes he/she/they have been sexually harassed by an employee, agent, or student, should promptly report the facts and name of individual to any adult staff member with whom they feel comfortable and that person shall report the incident to the Compliance Officer.

When a complaint is received, a full and fair investigation will be conducted in a timely manner. Students may, at any time during the process, bring an advocate to support them in meeting with the Compliance Officer or other staff. The Compliance Officer will gather information and complete an incident report, which shall be forwarded to the Executive Director, Director of Human Resources, and the parent if involving a minor student.

All allegations, inquiries, complaints, investigations, and results shall be kept confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and investigation, that it will be policy violation to disclose the allegation or nature of investigation to others, and that they may be subject to disciplinary actions for such violations.

Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

Physical Restraints of Students with disabilities

School staff shall verbally report the use of physical restraints to the School Director of the restraint as soon as possible, and by written report no later than the next school working day. If the School Director is absent, the Regional Manager shall be notified. If the student has an IEP, a Behavioral Emergency Report ("BER") shall immediately be completed and maintained in the file of the individual with exceptional needs, which includes the following:

- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved

- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral interventional plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or
- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

School-wide Dress Code Prohibiting Gang Attire

Attire worn at the Learning Center and during school activities and functions should be safe and should not cause distraction or be offensive to others. Students who do not adhere to the appropriate attire will be given the option to change or exit the school activity. Attire must be deemed appropriate by the staff member in charge of the activity or site. The rules on appropriate attire are incorporated into the Student/Parent handbook.

Dress and Grooming – Policy

Element believes that appropriate dress and grooming contribute to a productive learning environment. Element expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

When determining specific items of clothing that may be defined as inappropriate, Element shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, gender, sexual orientation, or other protected characteristics. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

This policy shall be included in student handbooks, may be posted in learning centers, and may be periodically reviewed with all students as necessary.

By following this dress code, students will help maintain a respectful and focused learning environment for all members of the school community.

General Guidelines:

1. Appropriateness: Students should dress in a manner that is conducive to a positive learning environment.
2. Modesty: Clothing and accessories should be modest and not distract from the educational process.
3. Safety and Hygiene: Attire should ensure the safety and well-being of all students and staff.

Acceptable Attire	Unacceptable Attire
Tops • Shirts with sleeves covering top of shoulders • T-shirts, blouses, and collared shirts. • School-branded or spirit wear	Tops • Tank tops, spaghetti straps, halter tops, or tops with plunging necklines • Midriff-baring shirts or blouses

Bottoms • Pants, jeans, and slacks • Clothing that is mid-thigh length or longer • Leggings or tights worn under clothing of appropriate length	Bottoms • Clothing shorter than mid-thigh length • Pants or shorts with holes or excessive rips above mid-thigh • Pajamas (except on designated days)
Footwear • Closed-toe shoes • All shoes must have back support or strap	Footwear • Flip-flops or beach sandals • Slippers • High heels or platform shoes that are unsafe for school activities
Accessories • Minimal and non-distracting jewelry • Sunglasses, hoodies, and other head coverings may be worn outdoors but should be removed indoors • Belts, if needed, should be worn appropriately. • Hats and caps may be worn indoors provided they are not a distraction to the learning environment, they are not touched or shared by students, and student eyes are visible.	Other • Clothing that exposes undergarments. • Inappropriately sheer, tight, or short clothing • Clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, body adornments, or personal items that: • Contain advertisements, symbols, words, slogans, patches, or pictures that are sexually suggestive • Promote drugs, tobacco, alcohol, illegal activity • Could be considered gang-related • Contain obscene, profane, vulgar, lewd, indecent, or plainly offensive text or graphics • Could be in any way disruptive or potentially disruptive to the learning environment or that pose a threat or potential threat to the safety or welfare of students or employees

Special Considerations:

1. Physical Education: Students are encouraged to wear athletic clothing appropriate for physical activities, including athletic shorts, T-shirts, and shoes.
2. School Events and Field Trips: Students should dress according to the specific guidelines provided for these events, considering both appropriateness and practicality.
3. Weather Conditions: Students should dress appropriately for weather conditions, including wearing layers and appropriate outerwear.

Enforcement:

The leadership team reserves the right to address any attire deemed inappropriate and may require the student to change if their clothing does not meet the dress code standards. When practical, students shall not be directed to correct a dress code in front of other students.

Students who violate the dress code may face consequences such as being sent home to change, receiving a warning, or other disciplinary actions as deemed necessary.

The policy may be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary.

Safe Ingress and Egress

Community Montessori and Dimensions Collaborative Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

School procedures for creating safe ingress and egress for normal day operations.

EEl recognizes the importance of providing a safe learning environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for safe ingress and egress.

EEl recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of school. In addition, EEl recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and prevention of student injury. As part of EEl's coordinated approach to supporting student wellness and safety and enhancing student learning, the Executive Director or designee shall develop and implement appropriate practices and strategies to establish and promote safe routes to school program activities and to minimize the risk of harm to students including, but not

limited to, identifying student drop off and pick-up locations, the traffic flow patterns during arrival and dismissal, supervision schedule outlining supervision posts during school hours, a description of the procedures required for access on premises by visitors, and measures to insure visitor badges are not counterfeited.

Students arrive in various ways. Most students are driven to school or walked to school by parents or guardians and some students drive themselves to school. All cars are directed to enter the school parking lot and exit the school parking lot in a specific pattern. Staff supervise both student ingress and egress to and from school.

School procedures for creating safe ingress and egress during an emergency situation.

EEl recognizes the importance of providing a safe learning environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for safe ingress and egress during an emergency situation.

The Executive Director or designee shall develop and implement emergency specific practices and strategies to establish and promote safe routes to school program activities and to minimize the risk of harm to students including, but not limited to, identifying student drop off and pick-up locations, the traffic flow patterns during arrival and dismissal, supervision schedule outlining supervision posts during school hours, a description of the procedures required for access on premises by visitors, and measures to insure visitor badges are not counterfeited.

Students arrive in various ways. Most students are driven to school or walked to school by parents or guardians and some students drive themselves to school. All cars will be directed to enter and exit the school parking lot as per the emergency in place. Staff supervise both student ingress and egress to and from school in emergency situations.

Safe and Orderly Environment

Community Montessori and Dimensions Collaborative Specific Goals, Objectives and Action Steps

Element Education Mission Statement:

Element Education's schools and programs shall inspire each child's natural desire to learn by offering choice, flexibility, and learning standards based on learning styles and the developmental stages of the learner. This is accomplished through the use of research-based learning styles programs and in partnership with parents and community resources.

To prepare students to become citizens capable of discipline, synthesis, creativity, respect, empathy, and ethics for success in 21st century society by offering an alternative to the traditional educational setting by incorporating a wide variety of educational philosophies, methods of study, resources, and methods of evaluation to empower student agency and promote a culture of education which empowers students to become self-directed life-long learners.

Policies & Procedures on Positive School Climate

Element Education schools are positive discipline lab schools.

Positive Discipline Lab Schools are schools that implement the Positive Discipline Model school wide. These schools are recognized for their intention to broadly implement Positive Discipline. Lab school staff have received training in Positive Discipline and work closely with a Positive Discipline Certified Trainer or Lead Trainer to support program development.

Positive Discipline activities for students are used to teach important academic, social, and emotional skills. The Positive Discipline Class Meeting model provides integrated practice for students solving real life problems. Positive Discipline Parent Education is provided to support parents and caregivers. Adlerian theory and practical application are intended to be felt throughout the culture and climate of the entire school.

GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – People and Programs			
Goal 1: Students will understand and consistently follow the behavior expectations in the physical and virtual classroom settings			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Tier 1 and Tier 2 social emotional strategies will be defined and in use by all teachers		
Action Step 1a.	Continued PD in Positive Discipline procedures	MTSS Team Behavioral Counselor	
Objective 2:	70% of students receiving tier 2 interventions will show improvement in their area of need		
Action Step 2a.	Student and parent will continued to be taught Positive Discipline strategies.	MTSS Team	
Action Step 2b.	Teachers and staff will model mutual respect through firmness and kindness	Teachers Staff	
Action Step 2c	Create effective data collection measures for student behavior	Research & Evaluation Manager MTSS Team	
Objective 3:	School-wide commitment to being a Positive Discipline Lab School		
Action Step 3a.	Staff will continue to be trained in Positive Discipline strategies and how to apply them in their work setting.	Behavioral Counselor MTSS Team	
Action 3b	Implement and monitor use of Positive Discipline strategies	Behavioral Counselor MTSS Team EFs	

Component 2 – Places and the Environment			
Goal 1: Effective procedures will be followed to maintain a safe site.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Enhancing safety practices.		
Action Step 1.a	Continue with conducting building safety audit with local law and fire departments.	COO / Operations Manager	
Action Step 1.b	Continue training managers on conducting safety drills.	COO / Operations Manager	
Action Step 1.c	Prioritize building maintenance and cleanliness.	COO	
Action Step 1.d	Keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.	COO	
Action Step 1e	Train staff on Workplace Violence Prevention Plan	HR / Operations Manager	
Action Step 1f	Create a safety training plan for volunteers, visitors, and independent contractors	COO / Operations Manager	
Objective 2:	Training on documentation procedures		
Action Step 2.a	Continue training all staff on safety documentation (forms to be used for drills and injuries) including how to complete, when to use, and where to submit.	HR / Operations Manager	
Action Step 2.b	Update and revise documents/forms as needed.	HR	
Action Step 2.c	Provide substitutes (as-needed staff) an identification badge, folder containing emergency procedures and general school information (map and bell schedule)	HR / ASO	
Action Step 2.d	Train staff on using -School Pathways to document student injuries.	HR / ASO	
Action Step 2e	Create and train staff on anonymous reporting procedures for workplace violence prevention	HR / Operations Manager	
Objective 3:	Emergency Response Team and Professional Development		
Action Step 3.a	Continue training Team members on roles and duties.	COO/ Operations Manager	
Action Step 3.b	Ensure each role is provided with necessary materials to carry out duties	COO / Operations Manager	
Action Step 3.c	Continue meetings with Safety Committee.	COO / HR / Operations Manager	

Rules and Procedures on School Discipline

Community Montessori and Dimensions Collaborative adhere to Element Education Policies on School Discipline

Student Behavior – Policy

Subject: Student Behavior
Date of Origination: 09/25/2019
Last Revision: 09/27/2024

Scope:
All students with the Element Education Schools

Policy:

Student Behavior

Suspension or Expulsion

Students who display inappropriate behavior, as per Education Code §48900 – 48927, may be subject to suspension or expulsion. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off school grounds, and during or while going to or coming from a school sponsored activity.

The Executive Director, School Director, or designee shall make the determination of whether further action is required due to a student's inappropriate behavior. Unless suspension or expulsion is required as per the Education Code, suspension shall be imposed only when other means of correction, including the possibility of community service, fail to bring about proper conduct.

Student/Employee Interaction

Employees and students are required to conduct themselves in a way that reflects high standards of behavior in an educational setting. Below is an illustrative, not all-inclusive, list of inappropriate and appropriate student and employee interactions.

Inappropriate Student/Employee Interaction

- Giving gifts to an individual student
- Any type of unnecessary physical contact with a student which invades a student's personal space
- Socializing or spending time with a student outside of school-related/sponsored activities or events, including providing non-emergency transportation
- Making or participating in sexually inappropriate comments, jokes, or stories, including remarks about the physical attributes or physiological development of anyone
- Seeking emotional involvement, including discussing personal issues, with student for personal benefit
- Being alone in a room with a student with the door closed and no visible window
- Communicating with student about non-school activities via any form of social media, text messages, emails, letters, or phone calls

Appropriate Student/Employee Interaction

- Obtaining parent/guardian's written consent for any activity on or off campus, including after-school, competitions, field trips, and providing transportation for such activities
- Keeping door open when alone with a student or asking another adult to be present

- Keeping reasonable space between employee and student
- Congratulating and giving students recognition without touching; pats on the back, high-fives, and handshakes are acceptable

Sexual Harassment

It is the goal of the Organization to maintain an educational environment free of sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution

Sexual harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands. Sexual harassment can be physical and psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.

Employees and students are prohibited from harassing employees or students on or off the Organization's premises, working and non-working hours, and regardless of reciprocity when between adults and students. Examples of conduct which may constitute sexual harassment can be found in the Sexual Harassment policy for Employees.

Seclusion and Behavioral Restraints

Students have the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to the student or others that cannot be immediately prevented by a response that is less restrictive.

Corporal Punishment

Corporal punishment means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

No staff member or volunteer shall inflict, or cause to be inflicted, corporal punishment upon a student.

An amount of force that is reasonable and necessary for a staff member or volunteer to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil, is not and shall not be construed to be corporal punishment. Physical pain or discomfort caused by an athletic competition or other such recreational activity, voluntarily engaged in by the student, is not and shall not be construed to be corporal punishment.

Physical Restraints of Students with Disabilities

Element recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. While it is appropriate to

intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm to others, restraint has the potential to cause great risk to a child's health and safety. Any use of physical restraint must be in accordance with the law and comply with the following provisions:

Definitions

Behavioral Restraint: a "mechanical or physical restraint" used as an intervention when a student present an immediate danger to self or others. This does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical Restraint: Use of a device or equipment to restrict a student's freedom of movement. It does not include the use of devices or equipment by (1) peace officers or security personnel for detention or for public safety purposes and (2) trained personnel, or by a student, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but is not limited to:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- Restraints for medical immobilization
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

Physical Restraint: A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. It does not include (1) a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location and (2) the use of force by peace officers or security personnel for detention or for public safety purposes.

Prone Restraint: The application of a behavioral restraint on a pupil in a facedown position.

Use of Physical Restraint

The School Director shall ensure the use of physical restraint as follows:

- To administer only when needed to control unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the individual and/or others, that cannot be immediately prevented by a less restrictive response or non-physical intervention
- To ensure students are restrained in the least restrictive alternative and are provided with the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others
- If prone restraint techniques are used, a staff member shall observe the student for any signs of physical distress throughout the use of prone restraint and whenever possible, the staff member monitoring the student shall not be involved in restraining the student
- No emergency intervention shall be employed for longer than necessary to contain the behavior, and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from behavior that poses a clear and present danger of serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- As a means of punishment
- As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or school directive, disrespectful verbal comments that do not constitute a threat of imminent, serious, physical harm

- As a means of coercion, discipline, convenience, or retaliation, including but not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition
- The use of physical restraint technique that obstructs the student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places body weight against the student's back or torso
- The use of a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face
- Placing a student in a facedown position with the student's hands held or restrained behind the student's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others; and
- Use of emergency interventions as a substitute for the systemic behavioral intervention plan that is designed to change, replace, modify, or eliminate targeted behavior

Emergency Interventions

In addition to the above requirements, emergency interventions do not include the following:

- Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room
- Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures
- The use of an amount of force that exceeds that which is reasonable and necessary under the circumstances

Administration of Physical Restraint

The School Director shall ensure that whenever possible:

- School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students
- The administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint

The School Director shall ensure that the person administering a physical restraint shall use:

- Only the amount of force necessary to protect the student or others from physical injury or harm
- The safest method available and appropriate to the situation following the safety requirements set forth below.
- Only the amount of time necessary to allow the student to de-escalate.

Safety Requirements

The following safety requirements are required for the use of physical restraint:

- No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water, shelter, or proper supervision; or that involve the use of noxious sprays or substances.
- During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to self or others.
- Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

- School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on a individual student.
- Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraining, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

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Restraint administered to a student with a disability pursuant to a Functional Behavior Assessment (FBA), IEP, and Behavior Intervention Plan (BIP), developed in accordance with state and federal law to which the LEA and the student's parents/guardians have agreed, shall be deemed to meet the requirements of these guidelines.

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Suspension or Expulsion

For purposes of notification to parents and reporting of expulsion or suspension offenses to the California Department of Education, each School shall specifically record, by offense committed, in all appropriate official records of a student.

Each School must collect and report annually to the California Department of Education data on the number of times and the number of students on which seclusion and behavioral restraints are used. The data must be disaggregated for students who have Section 504 plans, individualized education programs, and those who do not have either plan. For a student with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for behavioral emergency reporting must be followed.

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When any employee, parent, or student believes an employee may have crossed the boundaries, it must be promptly reported to the School Director, Director of Human Resources, or designee. The School Director, or designee, will promptly investigate and document the investigation. During the fact-finding process, all privy to the investigation shall protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, as much as possible.

Employees who have violated this policy shall be subject to appropriate disciplinary action and, where appropriate, reported to authorities for potential legal action.

In the event that a student initiates inappropriate behavior toward an employee, the employee must document the incident and report it to the School Director, or designee. If appropriate, the School Director will intervene and speak with the student and parent/guardian about the alleged inappropriate behavior.

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Discipline will be appropriate to the circumstances and retaliation including, but not limited to, affecting grades, class section/selection, or other matters pertaining to status as a student shall be a violation of this policy. An allegation of retaliation shall be considered a separate incident, investigated and subject to disciplinary action. This policy does not preempt or supersede any legal procedures or remedies available under federal, state, or local laws.

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- The name and age of the student
- The setting and location of the incident
- The name of the staff or other persons involved
- A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaging in any systematic behavioral intervention plan
- Details of any injuries sustained by the individual with exceptional needs or others, including staff, as a result of the incident
-

The BER must immediately be forwarded to and reviewed by the School Director. If a BER is written regarding a student with disabilities who does not have a behavioral intervention plan, the School Director shall, within two (2) days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

If a BER is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

The School Director or designee shall maintain an ongoing record of all reported instances of physical restraint.

The School Director or designee shall notify the student's parent/guardian of the restraint within one school day, if an emergency intervention is used or if serious property damage occurs. If the school customarily provides the parent/guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent/guardian in that language.

Referral to Law Enforcement or Other State Agencies

In circumstances in which LEA employees are mandated by law to report criminal activity, the School Director shall ensure that school personnel are not prohibited from:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual, or

- Law enforcement, judicial authorities, or other school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk

Procedures for Conducting Tactical Responses to Criminal Incidents

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to Element Education's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the Governing Board's consideration in closed session and law enforcement. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Threat Assessment Guidelines (CSTAG) Threat Assessment Procedures
Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

Element Education has adopted the CSTAG Threat Assessment Procedures.

ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

All EEI sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime.

THREATS

In addition, EEI personnel engage in *The Comprehensive School Threat Assessment Guidelines (CSTAG)* developed by Dr. Dewey Cornell. If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited to administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

THEN

- Decide if the threat is clearly transient and respond to the transient threat
 - Contact student's parents if necessary.
 - Notify intended victim's parents if necessary.
 - See that threat is resolved through explanation, apology or making amends.
 - Consult with Executive Director, Chief Operations Officer, and/or School Director if necessary.
 - Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
 - Follow discipline procedures as per Board Policies and Administrative Regulations.

OR

- Develop Behavior Intervention Plan or Behavior Contract as appropriate.
- Decide if the substantive threat is serious and respond to the serious substantive threat.
- Mobilize threat assessment team members as needed.
- Contact student's parents.
- Notify intended victim's parents.
- Protect and notify intended victim and parents of victim.
- Caution the student about the consequences of carrying out the threat.
- Provide direct supervision of student until parents assume control
- Consult with Executive Director, Chief Operations Officer, and/or School Director
- Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate
- Follow discipline procedures as per Board Policies and Administrative Regulations
- Develop Behavior Intervention Plan

OR

- Decide if the substantive threat is very serious and respond to the very serious substantive threat
 - Mobilize threat assessment team members as needed.
 - Contact student's parents
 - Notify intended victim's parents
 - Protect and notify intended victim and parents of victim
 - Caution the student about the consequences of carrying out the threat
 - Provide direct supervision of student until parents assume control
 - Consult with Executive Director, Chief Operations Officer, and/or School Director
 - Conduct mental health assessment
 - Follow discipline procedures as per Board Policies and Administrative Regulations
 - Develop Behavior Intervention Plan

AND

- Implement a safety plan

OTHER CRIMES

If other crimes are committed on campus such as thefts and vandalism school administration, compliance officer and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow EEL's procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to assess and respond to dangerous and unlawful activity.

Element Education, Community Montessori, and Dimensions Collaborative are committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Element Education's procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

Community Montessori and Dimensions Collaborative adhere to the following Law Enforcement Notification Matrix in

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
- Bomb threat/Suspicious package - Firearm on campus - Explosive on campus - Fire - Immediate risk of harm to student(s) and/or staff - Intruder on campus - Medical emergency - Possible abduction	- Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) - Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement - Report of sexual assault or battery (Grades 4-12) (EC 48902) - Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse - Homicidal threat (Grades 6-12) (EC 49390) - Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	- Physical attack, assault or threat toward employee (EC 44014) - Possession of controlled substance (EC 48902) - Possession of other dangerous weapon (EC48902) - dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Procedures to Respond to Individuals Experiencing a Sudden Cardiac Arrest

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest.

Element Education is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

All employees are CPR, First Aid, and AED certified.

See Functional Annex F.

Procedures to about the Presence of Immigration Enforcement on a School site.

Community Montessori and Dimensions Collaborative adhere to Element Education's Procedures to Notify of the Prescence of Immigration Enforcement on a schoolsite.

EEl, Community Montessori and Dimensions Collaborative will provide notification to parents and guardians, teachers and administrators, and school personnel when the school confirms the presence of immigration enforcement on a school site. "School site" in this context means an individual school or campus, a school-sponsored activity, or a school bus or other form of district provided transportation.

Community Montessori and Dimensions Collaborative will use the following modes of communication for the notification:

- All school personnel
 - No Direct Threat to Safety: Via email to affected school personnel
 - Direct Threat: Via Microsoft Teams chat to affected school personnel
- Parents/Guardians:
 - No Direct Threat to Safety: Via email and post on Parent Square to affected parents/guardians
 - Direct Threat: Via push notification on Smart Alert or Parent Square to affected parents/guardians

The notice will include the date and time the immigration enforcement was confirmed and the location of the enforcement activity.

Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, or school bus or transportation, or there is substantial disruption at these locations.

Immigration Enforcement Policy

Protocol for Pupils Suffering or Believed to be Suffering from an Opioid Overdose

Community Montessori and Dimensions Collaborative adhere to Element Education's Opioid Response Protocol

EEI, Community Montessori, and Dimensions Collaborative primary goal in the fight against opioids and fentanyl use is prevention.

Community Montessori and Dimensions Collaborative will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Students completing courses in health education receive information related to dangers of fentanyl use

The California EC §49414.3 authorizes charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to volunteered and trained personnel. Each school site has been provided with Naloxone or another opioid antagonist – medication that rapidly reverses an opioid overdose.

In the event a pupil is suffering or reasonably believed to be suffering from an opioid overdose, volunteer employees have been trained in recognizing an opioid overdose and steps on how to administer an opioid antagonist.

Bullying Prevention Policies & Procedures

Community Montessori and Dimensions Collaborative adhere to Element Education's Policies on Bullying Prevention

Prohibition of Discrimination, Harassment, Intimidation, and Bullying - Policy

Subject: Prohibition of Discrimination, Harassment, Intimidation, and Bullying
Date of Origination: 4/17/2013
Last Revision Date: 6/25/2019

Scope:
All stakeholders of the Organization.

This policy shall apply to any and all activities conducted by an Element School such as, but not limited to, learning center classes, field trips, clubs, and social events. The Executive Director, or designee, shall ensure compliance with this policy.

Policy:

1. Bullying (including cyber-bullying), harassment, discrimination and intimidation in any form are prohibited at school-related activities or outside of school hours with the intention to be carried out during any school-related activity.
2. Such acts include those that are reasonably considered as being motivated either by an actual or perceived attribute that includes but is not limited to disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, immigration status, and/or sexual orientation.
3. The Organization further prohibits the inciting, aiding, coercing, or directing of others to commit acts of bullying or cyber-bullying, discrimination, harassment, or intimidation.
4. Any form of retaliation in response to a report of such acts is prohibited and the identity of the complainant will remain confidential, as appropriate.
5. Staff shall receive annual training on the definition and forms of discrimination, harassment, intimidation, and bullying as well as appropriate actions for prevention and response.
 - a. An online training module can be found on the Organization's internal website to assist all staff, parents, and students in their knowledge of the dynamics of bullying and cyberbullying. The online training module includes identifying acts and implementing strategies to address bullying and cyberbullying.
 - b. The Organization will annually update its list of available online training modules related to bullying and bullying prevention.
 - c. Staff shall receive annual training on bullying and cyberbullying via the online training module.
 - d. Staff shall receive information on existing Organization and community resources related to the support of lesbian, gay, bisexual, transgender and questioning (LGBTQ) pupils, or related to the support of pupils who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation. Resources may include peer support or affinity clubs/organizations, safe spaces for LGBTQ or other at-risk pupils, counseling services, designated trained staff to support pupils, online training, and physical and mental health providers.
6. This policy shall be posted and/or made available for review.
7. This policy and the complaint procedure shall be published in the Parent Handbook.

Complaint Procedure/Action:

1. Any staff member who witnesses and/or overhears such actions, or to whom such actions have been reported, must take prompt and appropriate action to stop the behavior and to prevent its recurrence as outlined.
2. Students who witness and/or overhear such actions must report the behaviors to a staff member. Parents/guardians and district visitors are encouraged to report the behaviors to a staff member.
3. In the event an action is not resolved to the satisfaction of the complainant by the immediate staff member, a written complaint must be provided to the School Director within twenty-four (24) hours of occurrence. The School Director shall promptly investigate alleged violations of this policy and respond in writing within seventy-two (72) hours of the complaint.
4. Should the complainant disagree with the School Director's resolution of the complaint, an appeal can be made to the Executive Director. All written complaints and resolutions shall be kept on file in the Director of Human Resource's office for four years.

Outside Agency Use of Facilities

Element Education values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. Element Education has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with Element Education wishing to use school facilities for disaster services prior to any need, Element Education will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the business department to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the CBO (business department) immediately for assistance and guidance.

Memorandum of Understanding

Currently, Element Education does not have any MOU's established with outside agencies.

Instructional Continuity Plan

Community Montessori and Dimensions Collaborative School adhere to Element Education's Instructional Continuity Plan

The purpose of the Instruction Continuity Plan (ICP) is to ensure that our schools continue to support high quality learning to all students without significant disruption in the event of a natural disaster or emergency. The guiding principles of the ICP are to maintain the safety and well-being of students, staff, and families, ensure continuity of learning, and provide clear communication to all parties regarding expectations and available resources.

Community Montessori and Dimensions Collaborative School (Element Schools) are independent study charter schools. As such, we are uniquely positioned to maintain a high level of support during emergencies.

Both schools operate learning centers for optional part-time instruction. In the event of an emergency or natural disaster Element Schools will discontinue on-site instruction and provide only distance-based support until the conditions of the emergency or natural disaster have ceased.

I. Communication

Element Education will use a two-way school-wide communication platform (i.e. Parent Square) to inform students and families of emergency alerts, the conditions of our sites, and the options for support. All staff will be notified by email.

Element Education will engage with students and families as soon as practicable, but no later than five calendar days following an emergency.

Two-Way School-Wide communication platforms may include, but are not limited to, text messages, phone calls, emails, school portal, social media, newsletters, school-website postings, and flyers. Element Education is cognizant that unforeseen events, such as power outages and damages to infrastructure, may impact the method for communication used.

II. Technology

All students have school email addresses and a single-sign-on providing access to online curriculum. Those who do not have internet in their home have been provided with mobile hotspots by the school. Families will be surveyed to ensure there are no gaps during the site closure.

Element Education will facilitate distribution of materials needed to support remote learning to ensure equitable access to learning.

III. Instruction and Assessment

Element Education shall provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

Students are provided with home study resources including online curriculum, allowing them to complete coursework remotely without interruption.

As conditions allow, Educational Facilitators (EF) will be available each school day to support students in their home studies including, but not limited to, virtual office hours, virtual tutoring, and virtual lessons. Independent Study contracts may need to be revised to modify academic goals depending on the event's impact on the student.

IV. Professional Learning

All staff have been trained on Microsoft Office (including Teams) and School Pathways. Each are competent in managing their rosters remotely.

V. Well-being

As a program based on a holistic approach to learning, student emotional well-being will continue to be at the forefront of our practice recognizing needs for social-emotional support and mental health needs may increase during this time.

Element Education will provide staff, students, and families with information and access to well-being resources.

VI. Support Services

As conditions permit:

- Education Specialists (ES) will continue to provide services to students with IEPs as well as English Learners..

- Element Education will ensure students experiencing homelessness or foster youth will have equal access to instructional resources during a natural disaster or emergency.
- Shelf-stable meals will be available, as appropriate, for pick up
- Behavioral Counselor will be available, as-needed

VII. Collaboration

Office hours will be scheduled each afternoon for staff to connect and check in with each other and collaborate on needs they are recognizing.

VIII. Site Re-Opening

On-site instruction will commence once the following conditions are in place:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Facilities up and running for meals

Element schools will coordinate internally with functioning Element school sites to relocate students if necessary to maintain the highest quality of education and peer interaction.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff, have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS: Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to ensure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to ensure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible

	3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement • Last known location • Physical description • Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	ACTIONS – ALL SCHOOL STAFF <u>Goals 1 Actions</u> a) Initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible • <i>Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now.”</i> <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. • Provide as much information as possible (slow down – be calm): ○ State the emergency: “I hear gunfire.” “I saw...” ○ Give information on people who are wounded ○ Location of the assailant (if known) ○ Description of the assailant (if known) ○ Your precise location: “room ____” ○ The number of children with you • Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call c) All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur d) Act immediately if you or your students: ○ hear a sound that <u>might be</u> gunfire

	○ see something that <u>looks like</u> a weapon being carried or used on or near the campus ○ sense any other indication of active shooter / armed assailant threat. ○ Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students ○ Be decisive. Communicate your plan to your students and act quickly. ○ Call 911 and the School Office as soon as it is safe to do so e) Options: <i>Run, Hide or Fight</i> • Run: If you can get yourself and your students safely away from danger, do so immediately ○ Do <u>not</u> evacuate unless you... ▪ know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts), ▪ and can visualize a route that will get your students and yourself safely off campus ○ Don't carry anything with you ▪ Police may mistake an item in your hands as a weapon ▪ Leave everything behind ○ If you encounter people along the way... ▪ <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come ▪ <u>Students</u>: Warn any students you encounter and take them with you. You may use reasonable force to take a student with you <i>if you can do so without endangering yourself or the other students in your care</i> ○ Place terrain and buildings between you and the assailant to cover your escape ○ Keep going until you are certain you are out of danger ○ Call 911 as soon as it is safe to do so ○ Keep your students with you. Call <u>(858) 449-7032</u> to report your location and obtain instructions • Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN ○ Lock the doors ○ Close and lock windows and close blinds or cover windows ○ Turn off lights ○ Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door ○ Silence all electronic devices ○ Remain silent ○ Position occupants spread out and out of line of site from room entrance. ○ Prepare to take action if the assailant attempts to get in the room ○ Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries ○ Call 911 as soon as it is safe to do so ○ Remain in place until evacuated by identifiable law enforcement officers • FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions ○ If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in ▪ Construct a strong barricade

	▪ If you have another way out (a window or back door) use it while the assailant is attempting to get in ▪ If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) ○ Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant f) Special Topics • <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in • <i>Run</i> – If you encounter injured persons while you are trying to get out of danger... ○ And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety ○ And you are alone and the individual can run with help, and it is safe, help them escape • <i>Hide</i> – If someone is injured where you are hiding, secure the room before tending to the wounded ○ As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding • <i>Fight</i> – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so ○ If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan ○ If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control • <u>Law Enforcement</u>: If you encounter law enforcement officers... ○ Immediately raise your hands in the air and display your open palms ○ Don't run up to officers or attempt to hug or talk to them ○ Don't talk unless they ask you a question ○ Do exactly what they tell you to do • <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it: ○ Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon ○ Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it • <u>Ongoing Communication</u>: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident • <u>Extended Day Programs / After School Activities</u>: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs SITE ADMINISTRATOR ACTIONS: Follow the "All Staff" guidance described above

Goal 2 Actions

- a) Notify the district office after you call 911
- b) If possible assist emergency personnel
 - Assist police in entering the school
 - Provide officers with keys, maps and any other information requested

Goals 3 Actions

- a) Gather as much information as possible regarding the following:
 - Information on the shooter and provide to law enforcement
 - Last known location
 - Physical description
 - Weapons observed
 - Information on the location of injured, and their condition, and provide to law enforcement
 - Information on the location and names of staff, students, and visitors in lockdown
- b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
 - Give as much information as possible to help staff make appropriate options-based response actions
 - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
 - Can provide you with information regarding the suspect (location, name, clothing, etc.)
 - (They) Or someone with them needs immediate medical attention
 - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

STAFF ACTIONS**Goal 2 Actions****a) Emergency Operations Center (EOC)**

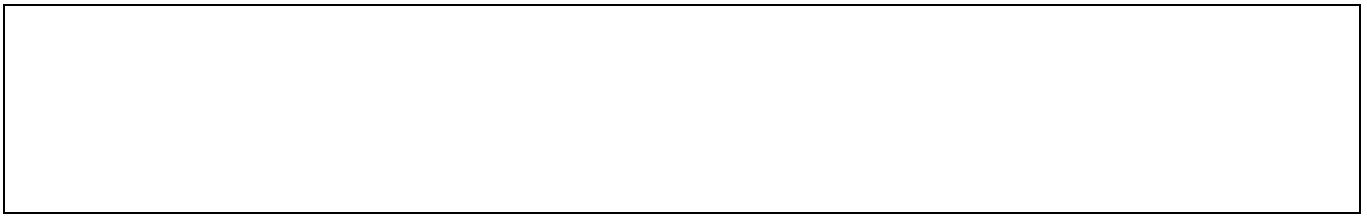
- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification

- The Operations Section should prepare an off-site evacuation site for reunification
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
 - School staff and students will remain in lockdown until evacuated on a room by room basis
 - Buses should be placed on standby for evacuation
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

	c) Crisis Intervention • A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification • This team will also provide ongoing support throughout the recovery phase of the emergency response • Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery • Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	SITE ADMINISTRATOR AND EOC ACTIONS <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. <u>Goal 2 Actions</u> a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: • Family assistance

	• Victim assistance • Coroner procedures • Funerals (who goes/who stays and works) • Memorials • Anniversaries • Mental Health support • Employee & Staff meetings • Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: • Biohazard clean-up • Utilizing another school/building for short term • Restoring/reorganizing current buildings • Demolition of building where individuals became victims • Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: • Determine a safe, inviting area for counseling/debriefing to occur • Provide food, water, sanitation for workers and those provided services • Develop a plan for media staging • Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: Follow directives of the administration and responding agencies to assist with recovery efforts
REFERENCES	



BOMB THREAT

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.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone STAFF ACTIONS <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills

	c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE: • Listen. Do not interrupt caller • Keep the caller on the line with statements such as <i>"I am sorry, I did not understand you. What did you say?"</i> • Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line • Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: • Note the way the threat was delivered, where it was found and who found it • Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement • Caution students against picking up or touching any strange objects or packages • Notify principal or site administrator <u>Goal 2 Actions</u> a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions

- a) Follow the directions of the site administrator or law enforcement
- b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
- c) Upon arrival at the designated safe site, take attendance
- d) Notify the principal/site administrator of any missing students
- e) Do not return to the building until emergency response officials determine it is safe.
- f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

SITE ADMINISTRATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 2 Actions

- a) 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
- b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
- c) Notify District Office of situation and request any necessary assistance

Goal 3 Actions

- a) Work with law enforcement or threat experts to analyze the details of the threat
- b) Instruct staff and students to turn off any pagers, cellular phones, smartwatches or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
- c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
- d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions

- a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
- b) If it is necessary to evacuate the entire school, use the fire alarm
- c) Do not return to the school building until it has been inspected and determined safe by proper authorities
- d) Avoid publicizing the threat any more than necessary

SEARCH TEAM ACTIONS**Goal 3 Actions**

- a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas
- b) 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)
- c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	
COPS Problem-Specific Guide Series: Bomb Threats for Schools https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf CISA What to Do – Bomb Threat https://www.cisa.gov/what-to-do-bomb-threat REMS Bomb Threat Table-Top Exercise https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf REMS Bomb Threat Drill Observation Checklist https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf	

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked STAFF ACTIONS <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC d) Staff provides accountability report and situation status of any hazards

	<u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Objectives</u> If possible, notify staff and students to Drop, Cover and Hold-On. Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris Call 9-1-1 if necessary Notify the Superintendent's Office or EOC of situation of any significant injuries or damage Determine who will inform public information media as appropriate. Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures Implement accountability procedures If there is evidence of a gas leak, designate someone to turn off gas valves Activate the Incident Command Team, if necessary Search and Rescue First Aid/Medical Reunification Team Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders Implement Reunification Plan as necessary (See Functional Annex B) Post guards a safe distance away from building entrances to assure no one re-enters Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

	STAFF ACTIONS: <u>Goal 1 Actions</u> Provide accountability report to Incident Command/administration. Provide a report of any hazards or situations that need attention to Incident Command/administration As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> Determine the need for evacuation or other emergency actions by quickly assessing the situation Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries Check for injuries and render First Aid After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris If Incident Command Team is activated, fill designated position Extinguish any flames and turn off power to equipment and electrical appliances, if possible Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet After shaking stops, check for injuries, and render first aid Check attendance. Report any missing students to principal/site administrator Stay alert for aftershocks Keep a safe distance from any downed power lines Do NOT re-enter building until it is determined to be safe If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then

	students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area If Incident Command Team is activated, fill designated position <u>During non-school hours</u> SITE ADMINISTRATOR ACTIONS Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions Confer with District Superintendent if damage is apparent to determine the advisability of closing the school Notify fire department and utility company of suspected breaks in utility lines or pipes If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: • Academics recovery

	○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment • Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services • Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair. Access long term recovery funding through loans, community grants or federal support • Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits ○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses

	d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process • Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

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".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response STAFF ACTIONS: <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team • Direct search and rescue team to be sure all students and personnel have left the building • Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation STAFF ACTIONS: <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary • Assess needs of individuals and campus including: • Mental health care • Debris removal • Soot/smoke (odor) removal including HVAC system • Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services <u>Goal 2 Actions</u>

	a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement STAFF ACTIONS <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

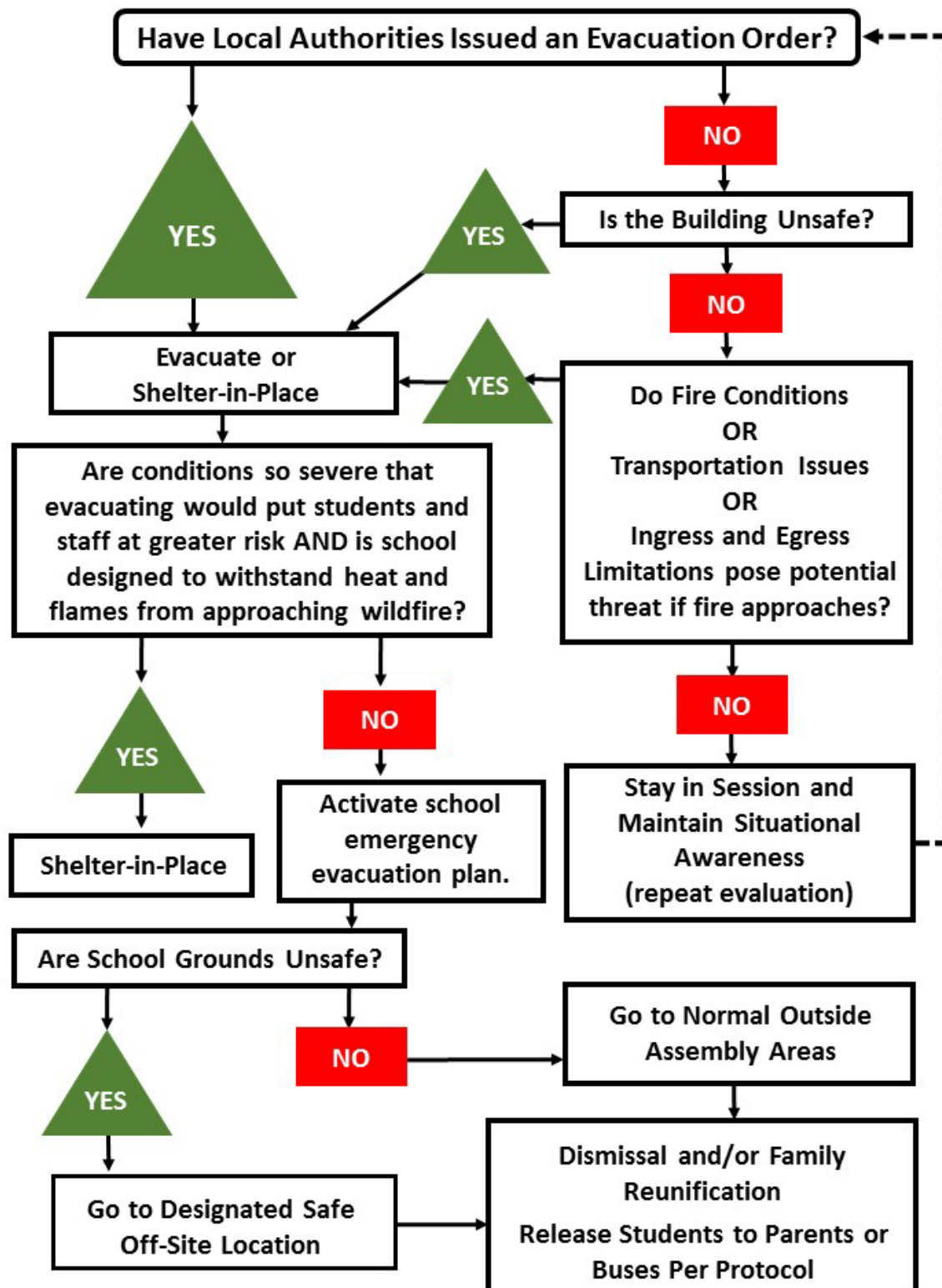
BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans <u>Goal 2 Actions</u>

	a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response STAFF ACTIONS <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration <u>Goal 3 Actions</u> a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: • voluntary evacuation • early dismissal • mandatory evacuation • shelter-in-place

	• campus closure e) Consider the following while implementing response action • Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) • Food and water • Transportation • Security and Safety • Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary • Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation STAFF ACTIONS: <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Effectively communicate to all stakeholders

	2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:



Memo: Get Smart about Wildfire Smoke - Guidelines for Schools and Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts across California.

These massive disasters blanketed entire regions with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, wildfire smoke can settle hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

This is why leaders from the education, air quality, and public health communities have developed and updated state guidance regarding air quality for California schools during wildfire smoke days.

These guidelines are intended to advance local conversations between school districts, public health officers, air districts, the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts to hold these conversations ahead of the school year.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community go to the site below.

<https://ww2.arb.ca.gov/california-air-districts> Thank you for your partnership on this critical issue.
Air Quality Index (Rev 10/21/24)

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit the California Air Resources Board page to learn which district serves your area. <https://ww2.arb.ca.gov/california-air-districts>



Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

***AQI above 100:** All children are considered sensitive to the health effects of air pollution because their lungs and immune systems are still developing. Children with lung or heart conditions may require extra precautions. Schools **may consider moving exercise indoors**. Indoor exercise should be conducted in areas that **have better air quality than outdoors**. For guidance on creating a clean air space indoors, see section "Recommendations for Ensuring Cleaner Air at school" of this document.

****AQI above 200:** School districts may consider school closures based on site-by-site concerns. To be eligible for a waiver from the State Superintendent of Public Instruction, due to emergency conditions (<https://www.cde.ca.gov/fq/aa/pa/j13a.asp>), poor air quality must be shown to be caused by an emergency event such as a wildfire. A School Emergency Reporting System (<https://www.cde.ca.gov/ls/ep/>) report should also be done if a school is closed due to poor air quality.

Note: See section "**Considerations for School Districts**" from the California Department of Education: *Before You Make a Decision to Close a School*.

Air Quality Guidance Template for Schools

About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA). Current air quality, outdoor activity guidance for schools and wildfire smoke management can now be found at AirNow. The guidelines are designed to assist in your decision-making process. AirNow's website is <https://www.airnow.gov/>.
- Modify the above chart as needed after consultation with your local county office of education, school districts, air district, and public health experts to determine which air quality monitoring methodology, such as Air Quality Index (AQI), total emissions concentration, or other air district-recommended method best applies in your school district.
- These guidelines and the above chart are not intended to supersede existing guidelines and policies developed by local authorities. School closure and event cancellation is ultimately a district decision for each site based on local conditions.
- The health impact of smoke depends on the sensitivity of the person, intensity of activity and length of exposure. The worse the smoke is, the more important it is to take breaks and watch for symptoms. Children with respiratory or heart conditions are more vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider.
- Air quality can worsen during hotter conditions, as higher temperatures can lead to an increase in ozone, a harmful air pollutant. While these guidelines do not address extreme heat, you can find guidance and resources from the California Department of Public Health (CDPH) on the website listed below
<https://www.cdph.ca.gov/Programs/EPO/Pages/Extreme%20Heat%20Pages/extreme-heat-guidance-for-schools.aspx>

Using the Guidelines:

- School districts will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example is U.S. EPA's AQI, available at AirNow. However, because other air quality tracking tools may be used in your jurisdiction, it is recommended to contact your local air district for advice on the most appropriate tools to use for your region.
- School districts should make decisions about school activities and closures based on local air quality conditions, the availability and quality of school building air filtration, and direct observation of onsite indoor/outdoor air quality.
- Move school activities indoors if the air indoors is actually cleaner.
- School districts should report any school closures to the School Emergency Reporting System (SERS) and their County Office of Education for media notification, as well as announce closures to families using normal school closure procedures. SERS location on the California Department of Education (CDE) website is <https://www.cde.ca.gov/ls/ep/>

Additional Air Quality Information & Resources

About AirNow.gov:

- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources school districts can use that will best represent local air quality

About Masks:

- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning system with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for U.S. EPA recommendations for air filtration. https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf
- Install portable HEPA filters in classrooms where possible
- Approved filters: <https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm>
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

Considerations for School Districts from CDE-Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school:

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students
- **Physical Activity.** Children and adolescents need physical activity. School-based programs occurring before, during, and after school are important in providing the recommended amounts of physical activity as shown in the infographic from the Centers for Disease Control https://www.cdc.gov/healthyschools/physicalactivity/school_pa_benefits.htm

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the school calendar.
- In the event of a closure due to qualifying emergency conditions, to receive credit for the loss of instructional time, LEAs may submit a Request for Allowance of Attendance Due to Emergency Conditions (Form J-13A). <https://www.cde.ca.gov/fg/it/j13a.asp>
- For information on the J-13A process, please refer to the J-13A School Closure Quick Reference Guide and email attendanceaccounting@cde.ca.gov. <https://www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf>

National School Lunch Program Meal Reimbursement:

- California Education Code Section 49505 allows for eligible LEAs that operate the National School Lunch Program and School Breakfast Program to submit an application for disaster reimbursement to help offset fixed expenses incurred during a disaster. The disaster would require a state or federal declaration for the county affected by the disaster.

- The form to apply for disaster relief payment is available on the CDE School Nutrition Services Division web site under the section named Application Process, Application for Meal Reimbursement During Disaster <https://www.cde.ca.gov/ls/nu/disasterguidance.asp>

Guidance for Families When Schools are Closed:

- Check local air quality at AirNow's website <https://www.airnow.gov/>. Stay indoors with doors and windows closed and avoid overheating.
- Create a clean air room. See U.S. EPA's suggestions at <https://www.epa.gov/emergencies-iaq/wildfires-and-indoor-air-quality-schools-andcommercial-buildings>.
- Visit CARB's Smoke Ready California for more guidance at <https://ww2.arb.ca.gov/smokereadyca>.
- Consult a physician if you have concerns about your child's health.

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 Learning Center 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.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder • Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to ensure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods • Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence • Ensure entrances such as doors and gates are secure and in proper working order • Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Initiate Lockdown. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in 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" d) Take measures to keep subject away from students and building e) 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 f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder b) Keep subject in view until police or law enforcement arrives STAFF ACTIONS: <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon

	b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue STAFF ACTIONS <u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights

	<u>Goal 2 Actions</u> a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills <u>Goal 3 Actions</u> a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis <u>Goal 2 Objectives</u> a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation <u>Goal 2 Actions</u> a) Notify staff and students of emergency procedures to implement • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents <u>Goal 3 Actions</u>

	a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector STAFF ACTIONS <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses

	d) Implement steps to improvement STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Immigration Enforcement on or Near School Grounds

Scenario: Immigration enforcement officers are operating on school grounds or in areas near enough to the school to impact school routines and attendance.

Background:

- a. The Department of Homeland Security has rescinded its sensitive locations policy that restricted enforcement by Immigrations and Customs Enforcement (ICE) at or near K-12 campuses. Immigration enforcement officers must still have proper authority to enter the non-public areas of a school campus, but they can access public areas on and near a K-12 campus without the consent of school officials.
 - Public areas are places on a school campus where the public can enter without authorization. School parking lots and areas that are not fenced or that allow unmonitored access are generally considered public areas.
 - Non-public areas of the school are those that cannot be entered without the express authorization of school officials. These areas generally include the interior of school buildings, fenced areas of the school campus, and areas with posted signage indicating that permission is required to enter.
- b. [Senate Bill 98](#) amends several provisions within the California Education Code, including section 32282(a)(2)(N) which adds the requirement that all public schools, including charter schools, incorporate procedures into their Comprehensive School Safety Plans (CSSP) for notifying “parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site.” The bill requires:
 - a. The content and timing of the notification should consider the safety and well-being of the students, employees, and community members of the school site in the issuing of such notifications.
 - b. Notifications must include the date and time the immigration enforcement was confirmed, and the location.
 - c. The school should include the required notification procedures in the CSSP no later than March 1, 2026.

Related Annexes:

Person Detained by Immigration Authorities
 Child Left at School
 Student Demonstration

Board Policy and Administrative Regulation

BEFORE	
Goals:	1. Implement physical controls and/or signage to limit access to non-public areas of the school 2. Prepare to support student needs in response to immigration enforcement activities at or near the school 3. Develop procedures for notifying parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on or near the school site 4. Prepare staff to respond appropriately to reports of immigration enforcement officers on or near school
Objective(s):	<u>Goal 1 Objectives: Safeguard access to non-public areas of the school</u> a. Identify all public and non-public areas of the campus b. Assess visitor check-in policies and procedures to determine if they ensure that all visitors will be restricted to the public areas of the school c. Assess the need for physical controls (monitored access points and signage) at the entrances to the non-public areas of the campus to ensure that non-public spaces are clearly designated with signage that restricts entry to students and staff and requires all visitors to register at the school office d. Collaborate with extended day programs to ensure the limiting of access to non-public areas of campus before and after school hours e. Review the programs and activities that utilize the school facility to delineate those that are open to the public and those which should be classified as non-public <u>Goal 2 Objectives: Prepare to support student needs</u> a. <u>Students Remaining at School</u>: Have a plan for students who are unable or afraid to leave school at dismissal b. <u>Mental Health</u>: Prepare to implement the Mental Health Crisis Intervention annex c. <u>Reunification</u>: Prepare options for reunification of children in emergency childcare with their parents d. <u>Education</u>: Prepare to provide distance learning options and tutoring support for children whose attendance is disrupted by immigration enforcement e. <u>Before-/After-School Care</u>: Prepare for an increased demand for before/after school care f. <u>Access to Meals</u>: Develop strategies to improve access or provide a replacement for school provided meals, for students whose families are impacted by immigration enforcement <u>Goal 3 Objective: Prepare immigration enforcement notification procedures</u> a. Define the parameters that will be used to determine if notification is required b. Create scenario-based criteria to determine the means and timing of notifications c. Prepare translated call scripts and letter templates for likely scenarios <u>Goal 4 Objectives: Prepare staff to respond appropriately</u>

	a. Educate all employees on the distinction between public and private spaces, and alert them to the possibility that immigration officers can choose to operate in the public spaces on and near campus b. Advise employees that they are prohibited from granting access to the non-public areas of the campus and required to refer to the school office anyone seeking access to the non-public areas of the campus c. Train employees on the school's plan for responding to immigration enforcement activities: 1. In a non-public area of the school property 2. In a public area of the school's property 3. Near the school 4. During an extended school day program extracurricular activity
Courses of Action:	LEA ACTIONS <u>Goal 1 Actions: Safeguard Access to Non-Public Areas</u> SCHOOL DIRECTOR a. Use copies of the school map to label the areas of the campus that are open to the public (public) and not open to the public (non-public) during the following: 1. Before-school programs or activities 2. School hours 3. After-school programs or activities b. Review and revise the school's written policies and procedures on visitors to ensure that all outsiders, including immigration enforcement officers, will not be allowed unauthorized access to the non-public areas of the school during: 1. Before-school programs or activities 2. School hours 3. After-school programs or activities SAFETY TEAM: School Director, Regional Manager, Maintenance/Custodian, ASO, Operations Manager SAFETY TEAM SITE WALK a. To prepare for the site walk, the team will review: 1. The school maps that were created by the Operations Manager to label the public and non-public areas of the campus during before-school programs and activities, during school hours, and during after-school programs and activities 2. Review the school's written policies and procedures on visitor access during a. Before-school programs or activities b. School hours c. After-school programs or activities b. Conduct a walk-through review of all non-public areas of the school to ensure that there are sufficient controls in place to prevent visitors or intruders from accessing the non-public areas of the campus. Be sure to include all: 1. Entrances and gates on the perimeter of the campus

	2. Access points on the interior of the campus (like the lobby of the school office) that lead to non-public areas of the campus Address the following key questions during the review: 1. Could an individual gain unchallenged access to the non-public areas of the campus through this point of access during: a. Before-school programs or activities? b. School hours? c. After-school programs or activities? 2. Is there signage present that clearly: a. Restricts access to the non-public areas of the campus to students and authorized personnel? b. Requires visitors to register at the school office? 3. Does the signage address the entry procedures for before- and after-school programs and activities? c. Identify and implement solutions needed to correct all noted deficiencies. <u>Goal 2 Actions: Prepare to support student needs</u> LEA LEADERS Immigration Enforcement Response Team: Chief Operations Officer, School Director, Operations Manager, Behavioral Counselor, School Psychologist - o To be deployed to sites during a crisis SITE SAFETY TEAM a. <u>Temporary Childcare</u>: A plan will be put in place to provide supervision for students who are unable or afraid to leave campus. Scenarios: 1. Multiple students expressing fear about leaving the campus due to immigration enforcement concerns. A room, big enough to accommodate multiple students, will be designated as a place for students to stay and wait. An staff member will be assigned to be with students. Student emotional-well being Behavioral Counselor will be contacted, if needed. 2. Officers carrying rifles are active on the street adjacent to the school just before dismissal. Place the school in “secure campus” until the area is safe for students 3. Immigration enforcement officers in tactical gear and carrying rifles are active on a route home used by students who walk. Procedures regarding communications with families will be implemented prior to students leaving school site. 4. Following reports of immigration activity near the school, several students are still at school more than an hour after dismissal “Child Left at School” procedures, may be implemented if immigration activity has ceased and parent/guardian has not picked up child after a reasonable amount of time. Staff need to be prepared that they may need to be called on to provide after-hours supervision b. <u>Mental Health</u>: Element programs are based on a holistic approach to learning, student emotional well-being will continue to be at the forefront of our practice. Students and families will be provided with information and

access to emotional well-being and community resources and, if needed, meet with the Behavioral Counselor.

- c. **Reunification**: The site will facilitate reunification of students with their parents/guardians. The Reunification plan shall address:
 - 1. How the site will communicate with the parents of children in temporary care. – Element Education will use a school-wide communication platform (ie. Parent Square) to inform families and students.
 - 2. Alternatives for reunification will be put in place, as needed including::
 - i. Allowing students to be picked up at school, provide supervision until enforcement operations have been completed
 - ii. Transporting students to another school site that is not currently impacted by immigration enforcement
 - iii. Providing transportation to take students home
- d. **Education**: Element schools are independent study charter schools. The schools operate learning centers for optional instruction.
 - 1. Distance-based support, including virtual lessons and tutoring
 - 2. Technology: All students have school email addresses and single-sign-on providing access to online curriculum. If technology, such as chrome book or hotspots are needed, they will be distributed to the student.
 - 3. Home Study Resources including online curriculum.
- e. **Before-/After-School Care**: Element schools do not provide before/after school care.
- f. **Access to Meals**: Element schools will develop processes to improve access or provide a replacement for school provided meals, for students whose families are impacted by immigration enforcement. This may include, but is not limited to, early and late times to pick up meals and picking up meals from another Element school site.

Goal 3 Actions: Prepare immigration enforcement notification procedures

LEA ACTIONS

SB 98 requires that the school notify parents, staff, and students when it confirms the presence of immigration enforcement on the school site. "School site" in this context means an individual school or campus of a school district, county office of education, or charter school; an area where an LEA's school-sponsored activity is currently being held; or a school bus or other form of transportation provided by the LEA.

When a notification is issued in response to immigration enforcement on the school site, the notice must include the date and time the immigration enforcement was confirmed and the location of the enforcement activity. The notice may also include a hyperlink to additional resources, including model policies related to immigration enforcement adopted by the LEA.

The bill does not specify that notification of enforcement activity be provided in real-time. School leaders are required to consider the safety and well-being of the

students, employees, and community members of the school site when determining the content and timing of such notifications.

When immigration enforcement activities could result in a direct threat to safety, or are likely to disrupt school operations, real-time notification may be warranted.

Community Montessori, Dimensions Collaborative and Element Education will use the following criteria to determine the type of notification that will be made.

Is providing real-time notification necessary to: (Consider the following criteria.)	Provide real-time notification if either answer is "yes."	Provide follow-up notification if both answers are "no."
1. Protect students from harm?	☐ Yes	☐ No
2. Inform parents about conditions that could impede students' arrival or departure from school?	☐ Yes	☐ No

When issuing notifications Community Montessori, Dimensions Collaborative and Element Education will use the following procedures to notify parents, students and staff:

Real-Time Notifications:

Element schools will use a school-wide communication platform (i.e. Parent Square or Smart Alert) to notify students and families.

Element schools will use a school-wide communication platform (i.e. Microsoft Teams) to notify staff.

Follow-Up Notifications:

Element schools will use a school-wide communication platform (i.e. Parent Square, emails, newsletters) to issue follow up notifications to students and families.

Element schools will use a school-wide communication platform (i.e. Microsoft Teams, emails, or newsletters) to issue follow up notifications to staff.

For more information see the [SB-98 Immigration Enforcement Notices](#) document in the resource section of this annex.

Goal 4 Actions: Prepare staff to respond

School Director ACTIONS

	1. Train all employees on the school's plan for responding to immigration enforcement activities: • In a non-public area of the school property • In a public area of the school's property • Near the school • During an extended school day program / extracurricular activity
DURING	
Goals:	1. Protect students from harm 2. Protect students' and families' rights to privacy 3. Provide required notification of enforcement to parents, students and employees
Objective(s):	<u>Goal 1 Objectives: Protect students from harm</u> 1. Determine if the enforcement activity could pose a threat to the safety and well-being of students 2. Take action to minimize the potential harm <u>Goal 2 Objectives: Protect privacy rights</u> 1. Evaluate and respond to law enforcement requests for access to students or student information in accordance with LEA procedures <u>Goal 3 Objectives: Provide required notifications</u> 1. Provide notification of immigration enforcement on school grounds in accordance with LEA procedures 2. Provide notification of immigration enforcement near school grounds in accordance with LEA procedures
Courses of Action:	ALL STAFF ACTIONS: 1. Report the presence of immigration officers on or near the campus to the school director and regional manager 2. Direct immigration officers who request access to the non-public areas of the campus to the school office School Director/INCIDENT COMMANDER ACTIONS: <u>Response to immigration enforcement officer requests for access</u> Element schools and employees shall only provide access to people, non-public areas, or student records as stated in policies and administrative procedures or as required by and in compliance with laws and regulations. <u>Response to immigration enforcement on or near school grounds</u> 1. Notify a School Director, COO, or Regional Manager of the presence of immigration enforcement agents. Provide the location, approximate number of agents and a brief description of what they're doing. 2. Determine if the enforcement activity has the potential to harm students. a. Does the enforcement activity have the potential of becoming violent? b. How likely are students to be in the area where the enforcement activity is occurring? 3. Take action to protect students from harm. Consider:

	a. Issuing an order to “secure campus” b. Requiring that students be checked out of school individually by their parent/guardian or authorized emergency contact c. Busing students to an alternate location for reunification with parents 4. Assign staff to monitor the enforcement activity from a safe distance. 5. Determine if providing real-time notification to parents on the enforcement activity is required using the LEAs criteria. 6. If the enforcement activity will impact students’ ability to be picked up/walk home safely, activate the temporary childcare plan. 7. Activate additional incident command roles as necessary. 8. Update the Executive Director or designee on the a. Actions that you are taking to protect students b. Status of the enforcement activity c. The status of the site’s emergency response
AFTER	
Goals:	1. Provide follow-up notification to parents, staff and students 2. Provide follow-up support for students impacted by the incident 3. Follow-up with families who were impacted by the incident to address needs and concerns 4. Monitor daily attendance to identify students who may be afraid to attend or have difficulty getting to and from school 5. Evaluate the emergency response
Objective(s):	<u>Goal 1 Objectives: Provide follow-up notification</u> <u>Goal 2 Objectives: Provide follow-up support for students</u> 1. Assign mental health team members to follow-up with students showing signs of distress following the incident. Activate mental health crisis intervention team if necessary. <u>Goal 3 Objectives: Follow-up with families</u> 1. Identify families who have needs or concerns following the incident 2. Assign staff to follow-up and provide resources and referrals <u>Goal 4 Objectives: Monitor daily attendance</u> 1. Have teachers monitor their students to identify changes in their normal pattern of attendance and refer students to the student assistance team/mental health team for follow-up 2. Assign staff to contact parents to identify needs <u>Goal 5 Objectives: Evaluate the response</u>
Courses of Action:	School Director /INCIDENT COMMANDER ACTIONS 1. Provide written follow-up notification to parents, students and staff following the immigration enforcement incident a. If real-time notification was used, use the follow-up notification to recap the information that was provided, to summarize the school’s response and to provide information to parents on how they can access support

	2. Activate the mental health crisis intervention team, if necessary 3. Have teachers monitor their students to identify changes in their normal pattern of attendance and refer students to the student assistance team/mental health team for follow-up 4. Interview staff members who played a prominent role in the incident to get their feedback on the emergency response a. What worked well? b. What needs to be improved? c. Do you have any suggestions? 5. Incorporate this feedback and your reflections into an after-action report to review with the site safety team 6. Review and revise this annex based on your evaluation MENTAL HEALTH TEAM LEADER 1. Make support available to students who want it, and to those who are having difficulty coping 2. Assign staff to follow-up with students who had difficulty coping during the incident 3. Assign staff to follow-up with students, and the family of any student known to be directly impacted 4. Explore options with families who are afraid of having their children come to school to create workable solutions
RESOURCES AND REFERENCES	
Immigration Officer Incident Report (PDF) Warrants and Subpoenas that May Be Used by Immigration Enforcement Officers (PDF) SB-98 Immigration Enforcement Notices	

Child Left at School

This procedure addresses situations involving a child is waiting at school to be picked up by their parent/guardian. Attempts to reach the parent/guardian have failed. (Note that the scenario could involve staff who are waiting with the child after the school program ends for the day, or after the extended day program ends.)

BEFORE (Prepare and Prevent)	
Goal:	100% of parents/guardians will designate an adult(s) who has agreed to care for their child if the parent/guardian cannot be located by school officials.
Objective(s):	1. Use the school's mass communication systems at least twice yearly (autodial, email, social media, and backpack messages) to ask parents to review the emergency contact information for their children, and update as necessary. 2. Encourage parents to identify at least two emergency contacts that are not the immediate parent/guardian.

	3. Audit school records to identify all children whose emergency contacts have not been reviewed during this school year (i.e., parents who did not complete the annual date verification). 4. Audit school records to identify all children who have one or fewer emergency contacts in the system. 5. Use autodial, email, and backpack messages to specifically target the parents/guardians of children who have been identified in the audit. 6. Make individual contacts with parents/guardians who have not responded to prior attempts. 7. Continue contacts to accomplish the goal. 8. Promote the use of Family Preparedness Plans to help families with immigration concerns to create contingency plans that anticipate the possibility that a family member/parent could be detained by immigration authorities.
Courses of Action:	<u>Mass Communications Steps</u> 1. Create messaging scripts and translations that communicate the: a. Importance of updating a child's emergency contacts. b. Process for making the update. c. The date (no more than one week from the date of the message) by which emergency contacts should be updated. 2. Implement messaging campaign. <u>Audit Steps</u> 1. Work with the IT department to develop a confidential query to identify all students whose emergency contacts have not been reviewed during this school year or have one or less emergency contacts in the system. 2. Initiate the audit one week after the messaging campaign begins. <u>Targeted Messaging Steps</u> 1. Create messaging scripts and translations that communicate: a. "Our records indicate the emergency contact information we have on file for your child may be out-of-date or incomplete." b. Why having updated emergency contact information is essential. c. Process for making the update. d. The date (no more than one week from the date of the message) by which emergency contacts should be updated. e. Who to contact for help or if you have questions. 2. Repeat the audit step one week after targeted messages are sent. <u>Individual Contact Steps</u> 1. Create call scripts and translations that communicate: a. Identification of the person making the call. b. The purpose of the call.

	c. Verification that the person speaking is the parent/guardian. d. Review the emergency contact info that is on file. e. Make needed updates. f. Answer questions. 2. Assign call lists to staff. a. Train staff on the use of the call script. b. Prepare staff to respond to questions, concerns, or objections. 3. Track progress to 100%. Family Safety Plan (FSP) Steps 1. Identify community-based organizations that are willing to help families with immigration concerns complete an FSP. 2. Promote the use of FSP through social media posts, school message platforms, posters, and in the community (churches, libraries, community centers). 3. Focus on mass communication strategies. Avoid strategies that assume someone is an immigrant or that could cause someone to disclose their immigration status to a school employee. 4. Do not store Family Safety Plans at school as they will be considered school records and would contain confidential information that the school will not need and shouldn't have access to. Cautions: 1. Avoid strategies that risk identifying individual children whose parents have not updated their emergency contacts. 2. Avoid strategies that could cause children to become fearful about whether their parents have updated their emergency contacts. 3. Be prepared to support students who have suffered traumatic situations and could be triggered by discussion of the need for updated emergency contacts.

DURING (Respond and Mitigate)	
Goal:	Ensure the safety of the child until the parent/guardian, person designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.
Objective(s):	1. Engage district support. 2. Attempt to contact parent/guardian. 3. Attempt to contact persons listed in school records as emergency contacts. 4. Determine if the parent/guardian has left other written instructions (with relatives or friends) designating someone as an emergency caregiver for their child.

	5. Contact law enforcement only after exhausting all possibility of identifying an emergency caregiver to take custody of the child.
Courses of Action:	<u>Engage District Support</u> 1. Inform School Director, Regional Manager, or designee that you have a child at school who has not been picked up by their parent/guardian, and that you have been unable to reach them. 2. Use the <i>Child Left at School</i> form to document your efforts to contact the parent/guardian, emergency caregiver designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.

AFTER (Evaluate and Revise)	
Goal:	Determine if this plan or the supporting materials can be improved.
Objective(s):	1. Complete the <i>Child Left at School – After-Action Reflection</i> .
Courses of Action:	After-Action Reflection 1. Interview all staff members who were directly involved in the incident to solicit suggested improvements. 2. Complete the reflection form. 3. Revise the plan/support materials as needed. 4. Work with assigned caregiver or Child Welfare Services if applicable to ensure continuity of care and school placement for the student.

Anticipated Materials and Needs		
Before	During	After
1. Mass communication scripts a. Autodial b. Email/Newsletter c. Backpack d. Social Media 2. Student Information System query of updates to emergency contacts 3. Targeted message scripts a. Autodial b. Email 4. Individual contact script 5. Family Safety Plan (FSP) template	1. After hours contact information for [superintendent/designee]. 2. <i>Child Left at School</i> form. 3. Contact information for local law enforcement if taking the child into protective custody is the only option.	1. <i>Child Left at School – After-Action Reflection</i>

6. The contact information for a community-based organization that has agreed to assist families in completing an FSP.
- 7.

BEFORE - Materials

Mass Communication Scripts

Autodial

- Hi, this is [Name] calling from [school name] with an important request.
- As we have seen recently with the fires in Los Angeles, emergencies that could prevent you from being able to pick your child up at school can happen without warning.
- Please log into the parent portal today to make sure we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please contact your EF. Thank you!

Email/Newsletter

Greetings!

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the **parent portal** today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to **your EF**.

Thank you!

[Name], School Director
[School Name]

Backpack Message

Greetings!

Please log into the parent portal today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to **your EF**.

Thank you!

[Name], School Director
[School Name]

Social Media Post

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please log into the **parent portal** today to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please contact your EF.

Targeted Message Scripts

Autodial

- Hi, this is **[Name]** calling from **[school name]** with an important request.
- Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.
- Please log into the parent portal today to provide updated contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.
- If you need help updating your emergency contact information, please contact your EF.

Email

Greetings!

Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.

Please log into the **parent portal** today to provide updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via e-mail to **your EF**.

Thank you!

[Name], School Director
[School Name]

Individual Contact Script

- Hi, this is **[Name]** calling from **[school name]**. Can I speak with **[name of parent/guardian]?**
- I'm calling to check the emergency contact information that we have on file for your child.
- This information is important for the school to have if we're unable to reach you in an emergency.
- These would be the people that you have authorized to take your child home with them in an emergency.
- **[Review the names and contact information and verify the info is current and correct.]**
- Is there anyone you would like to add to the list?
- Thank you for your help with this.
- I also wanted to let you know you can update this information at any time by **[include brief instructions]**.
- Is there anything else I can do help?

Family Safety Plans

- The **[name of community-based organization]** offers families with immigration concerns assistance in completing a Family Safety Plan.
- A template and step by step guide in English, Spanish, and Chinese are available from the Immigrant Legal Resource Center at <https://www.ilrc.org/resources/family-preparedness-plan>
- **[Describe how the CBO and LEA will promote the use of Family Safety Plans.]**

CONFIDENTIAL STUDENT RECORD

**Element Schools: Community Montessori and Dimensions Collaborative
 Child Left at School**

This form should be completed when a child is left at school, school employees are unable to reach the parent/guardian, and it is at least **20 minutes** or more after the parent/guardians are expected to pick up their children

Date		Time	
Student Name		Student ID Number	
Employee Name		Position	

Steps

1. Continue attempts to reach parent(s)/guardians.
2. Attempt to reach emergency contacts.
3. If attempting to make contact by text message, use the following script:
"From [name] at [school name]. Urgent that you call me ASAP regarding [first name of student]."
4. If unable to reach a parent, guardian or emergency contact, call **Regional Manager** at **work cell phone number** for instructions.
5. If an adult arrives and presents a Caregiver Authorization Affidavit, release the child to them after:
 - a. Making and retaining a copy of the affidavit.
 - b. Confirming the identity of the person presenting the affidavit.
6. Contact the **School Director** if the child is released to a parent/guardian, emergency contact, or person presenting a Caregiver Authorization Affidavit.
7. If authorized to do so by the **Executive Director** or designee, contact the local police department at their non-emergency number to ask that they take the child into protective custody.

Call Log

Use the call logs on the following pages to document each attempt to reach the parent/guardian and emergency contacts.

- If you are informed that you have called a wrong number, confirm that the number you attempted to call was dialed and that the attempt was not misdialed.

Resolution

Complete the following information to document who the child was released to.

Name of Person / Officer		Time	
Authorization	☐ Parent / Guardian	☐ Emergency Contact	☐ Caregiver Affidavit ☐ Law Enforcement / Child Welfare
☐ Release to Law Enforcement / Child Welfare Services			
Agency		Badge / ID Number	

Parent/Guardian 1 – Call Log

Name		Phone	
Time	Result	Notes	
	☐ Left message	☐ Wrong number	
	☐ No contact	☐ Contact made	

	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Parent/Guardian 2 – Call Log

Name		Phone	
Time			
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Emergency Contact 1 – Call Log

Name		Phone	
Time	Result		Notes
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	

Emergency Contact 2 – Call Log

Name		Phone	
Time	Result		Notes
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
	☐ No contact	Contact made	
	☐ Left message	☐ Wrong number	
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Element Education Child Left at School – After-Action Reflection

Ask yourself and those involved in the incident:

- Were the instructions on the Child Left at School form clear and complete?
- Were you able to engage support from the district office as quickly as needed?
- Was the Call Log portion of the form useful?
- If you needed to contact law enforcement, did the contact go smoothly?
- Do you have any suggested changes to the procedures outlined in this plan?

Use the reflection to revise the plan, procedures and tools as needed.

Student Demonstration/Walkout

This procedure addresses situations involving student demonstrations or walkouts in response to social or political activism.

Related Annexes: Functional Annex: Secure Campus

BEFORE

Goal:

1. Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.

	NOTE: Students who participate in protests could become targets of discrimination during and after the incident, based on their participation. 2. Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration. 3. Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety. 4. Assess and improve readiness. 5. Provide direction to staff on their roles during a demonstration on or near the school campus.
Objective(s):	<u>Goal 1 Objectives: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.</u> a. Assess the culture and climate of the school to determine how safe students feel at school and gather information about concerns they may have for the administration to address. b. Create sanctioned opportunities for students to safely voice their opinions and emotions. c. Keep students informed about the parameters for LEA-approved opportunities for discussing and addressing controversial topics, and on the potential consequences for activities that could violate school rules. d. Identify community-based organizations (CBOs) or contracted providers that can provide facilitators to provide restorative circles before and/or after an incident. <u>Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.</u> e. Assess physical vulnerabilities that could result in increased danger to students and staff during a demonstration. <u>Goal 3 Objectives: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.</u> f. Determine locations on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration. g. Determine a route on or around campus that students could utilize for a demonstration that would result in decreased risk during the demonstration. <u>Goal 4 Objectives: Assess and improve readiness.</u> h. Review plans and Incident Command System (ICS) roles. i. Practice and revise response plans. j. Prepare communication templates. <u>Goal 5 Objectives: Provide direction to staff on their roles during a demonstration on or near the school campus.</u>
Courses of Action:	LEA ACTIONS <u>Goal 1 Actions: Prepare meaningful alternatives to unsanctioned demonstrations to allow students to express their opinions and emotions, while protecting them from physical and emotional harm, discrimination, and harassment.</u>

	a. Ensure that schools conduct an annual assessment of the culture and climate of school to determine how safe students feel at school and gather information about concerns they may have for the administration to address. Information from the climate assessment should be used to help site leaders: - Establish a pattern of seeking input from and responding to needs identified by students, parents, and staff - Identify key concerns NOTE: Schools are encouraged to conduct an annual assessment of culture and climate as a part of the development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)). Links for sample climate surveys are included in the resource section of this plan. - Create a menu of LEA-approved activities that schools can provide. - Create sanctioned opportunities for students to safely voice their opinions and emotions. NOTE: Consider... - Identifying an outdoor venue and the parameters for a hosted march or gathering of students during the appointed time. - Suggest students march or demonstrate after school and work with them to agree upon rules for a peaceful activity. - Allow students to draft petitions or contact lawmakers about their concerns within the context of a social studies, civics, or English language arts class. - Have students read and discuss pertinent articles or review media and evaluate coverage. - SDCOE compiled resources to help educators prepare for and facilitate dialogue with compassion and teach about voting, elections, and civic engagement. - Create talking points and message scripts to encourage the use of sanctioned alternatives, and to make students aware of any penalties for violating school rules. <u>Goal 2 Actions: Goal 2 Objectives: Identify and mitigate hazards in the physical environment that could pose a health or safety risk during a student demonstration.</u> - Schedule walk-through assessments of each campus (start with high schools, then middle, then elementary) to identify vulnerabilities that could be exploited during a demonstration on or near the school campus. Include a law enforcement officer / crime prevention expert, maintenance leader, site custodian, and site administrator in the walk-through. Information from the vulnerability assessment should be used to: - Correct hazards that could become active during a student demonstration. - Revise security plans that can be deployed in response to student demonstration. - Select locations for on-campus forums/activities that may be presented as alternatives to unsanctioned demonstrations. NOTE: Schools are encouraged to conduct an annual assessment of physical vulnerabilities that could result in increased danger to students and staff as a part of the

development of their plan for developing and maintaining a “safe and orderly environment conducive to learning at the school” (EC 32282(a)(2)(H)).

The free **Site Assess Mobile App** from the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center can be used to guide and record results from the assessment.

Goal 3 Actions: Identify potential student demonstration locations/routes that if used during the student demonstration, reduce the risk to health or safety.

- a. Create a student demonstration route on campus that leads to a location where students could safely convene during a walk-out.
- b. Convene with local law enforcement to pre-identify a demonstration route off campus that has a reduced risk of safety concerns.
- c. Determine the level of support that law enforcement could provide during a student demonstration, including personnel, traffic monitoring, and physical barriers.
- d. Prepare signage and/or physical barriers that would mark off the route.
- e. Develop a plan to communicate with student leaders regarding the locations/routes available to them during a student demonstration.

Goal 4 Actions: Assess and improve readiness.

- a. Convene the LEA Emergency Operations Center (EOC) team to review the LEA's plans to support school sites impacted by a demonstration on or near campus.
- b. Schedule scenario-based tabletop exercises with law enforcement participation for each secondary school site and for the LEA EOC team. Consider the following scenarios:
 - i. Students engage in a “sit-in” to take over the administration building.
 - ii. A walk out is being promoted on social media. Students plan to block a nearby road/highway.
 - iii. Students refuse to return to class following the lunch break and stage a rally in the middle of campus. A smaller but vocal group of students who are opposed to their views also refuse to go to class and start chanting slogans in opposition.
- c. Update LEA plans based on the insights gained from table-top exercises.
- d. Create strategies for serving meals in alternate locations if the meal service area is impacted by a student demonstration. Consider...
 - i. Kiosk locations near classrooms
 - ii. Bagged meals that can be distributed in classrooms

6. Goal 5 Actions: Provide direction to staff on their roles during a demonstration on or near the school campus.

- a. Provide written guidance for staff on their roles and responsibilities during an unsanctioned demonstration. Address the following concerns:
 - i. Students engaged in a peaceful demonstration on school grounds
 - ii. Students attempting to leave campus
 - iii. Students attempting to enter classrooms that they are not enrolled in
 - iv. Students engaged in the destruction of property
 - v. Students engaged in physical violence toward another person
 - vi. Staff who want to participate in the demonstration
- b. Review school site plans on student demonstrations to ensure they align with LEA policies and procedures.

SITE ADMINSTRATOR ACTIONS

	<u>Goal 1 Actions: Prepare meaningful alternatives...</u> a. Prepare staff to provide alternatives identified by the LEA. i. Work with teachers to develop implementation plans and schedules for in-class activities. b. Identify the strategies that the school will use to engage students in dialogue and problem solving with campus administrators on their concerns. <u>Goal 2 Actions: Identify and mitigate hazards in the physical environment...</u> a. Walk through potential demonstration locations and routes with the site security team leader to review plans and check again for potential hazards. b. Ensure that hazards identified during walk-throughs are corrected. <u>Goal 3 Actions: Identify locations/routes that can be used during a student demonstration that would reduce the risk...</u> a. Identify on-campus venues that may be used for sanctioned and unsanctioned demonstrations. b. Identify the mechanism(s) that will be used to communicate with students to encourage the use of the sanctioned locations/routes. c. Draft/update security/supervision plans in collaboration with local law enforcement for: i. Sanctioned demonstrations on campus ii. Unsanctioned demonstrations on campus iii. Students leaving campus during the school day as part of a demonstration <u>Goal 4 Actions: Assess and improve readiness.</u> a. Convene the ICS command staff and section leaders to talk through this plan. b. Ensure the ICS command staff and section leaders, and support staff who are likely to be in key positions during a demonstration, are available to participate in table-top exercises scheduled by the LEA. c. Revise this EOP based on insights gained from working through the plan and tabletop exercise with your team. d. Conduct a secure campus drill with students and staff. i. Hold in-class briefings immediately before the drill to remind students of the procedures for lockdown, secure campus, and on-site evacuation. ii. Include instruction on what to do if an emergency were to occur while students are not in classrooms.
DURING	
Goals:	1. Protect students from harm. 2. Maintain normal routines to the greatest extent possible. 3. Provide timely and accurate information to stakeholders. 4. Resume normal operations as soon as possible.
Objective(s):	1. Activate the site ICS and LEA EOC teams. 2. Direct students to the sanctioned or pre-identified locations or routes. 3. Establish a perimeter around the incident area. 4. Support classroom, student, and staff needs during the incident. 5. Engage LEA and local law enforcement resources as necessary. 6. Provide accurate and timely information to parents, students and stakeholders.
Courses of Action:	<u>Goals 1 - 5</u> LEA ACTIONS

- a. Activate the LEA's emergency operations team.
- b. The LEA public information officer will:
 - i. Direct and approve all public communications
 - ii. Respond to media inquiries
 - iii. Coordinate all updates to stakeholders (parents, community, and staff)
- b. If the incident leaves or occurs off campus, place a liaison officer at law enforcement's incident command.
- c. Identify and mitigate potential collateral impacts. Consider:
 - i. Transportation schedules
 - ii. After school program providers
 - iii. Athletic competitions or other events scheduled at the campus
 - iv. Neighboring school campuses
- d. Place an LEA operations team on standby to conduct an emergency damage assessment of the campus immediately following the incident, if needed.

ALL STAFF ACTIONS

- a. Listen for and follow emergency action announcements.
- i. Classroom doors should remain locked and closed with entry monitored by the staff member.
- ii. Be prepared to implement secure campus procedures.
- b. Maintain normal routines in areas of the campus that are not directly impacted by the incident, to the extent possible.
- c. Report safety concerns in/near your work area to administration.
- d. Do not physically impede a student who is attempting to leave a classroom, office, building, or the campus.
- e. Refrain from engaging in political discourse related to the demonstration.

INCIDENT COMMANDER ACTIONS

- a. Activate the ICS roles needed to manage the event, even if the demonstration is sanctioned by the school.
- b. Establish a command post.
- c. Activate operations section chief and public information officer.
- d. Request that a school resource officer be assigned to the incident command post to serve as a liaison for local law enforcement.
- e. Activate additional ICS roles if necessary.
- f. Evaluate the level of impact to the campus and implement appropriate school-wide responses.

Impact	Response
<u>Minimal</u> : Normal school operations (class changes, recess, lunch, dismissal) can continue with minor modifications.	• Make modifications needed to maintain safe operations. • Notify LEA superintendent/designee.
<u>Moderate</u> : Instruction can take place in classrooms, but passing periods, recess, and/or meals cannot be handled normally.	Implement the <u>secure campus</u> procedure for incident. • Make alternate meal arrangements • Implement escort system for students who need to leave class • Notify local law enforcement to assess need for support • Notify the LEA office.

	Severe: Dangerous conditions pose an immediate threat to students, staff, and property. Implement <u>lockdown</u> procedure during the incident. • Call 911. Ask for police assistance in restoring safety and order. • Notify LEA office. c. Anticipate potential challenges and make modifications as needed. Consider: - Potential and likelihood for escalation - Parents arriving at school during the incident - Bell schedule and passing periods - Lunch period and meal service - Dismissal - After school programs and activities - Student and staff restroom access - Students leaving campus as a part of a demonstration d. Engage assistance from local law enforcement and the LEA as appropriate. SITE Public INFORMATION OFFICER (PIO) ACTIONS - Provide updates on the goals, conditions, and response to the LEA's PIO. - Collaborate with the LEA PIO on: - Updates and instructions for campus staff - Instructions for parents - Refer media inquiries to the LEA PIO. Operations Chief ACTIONS - Activate the Supervision/Security team. - Establish a perimeter around the incident. - Deploy personnel at all campus entrances/exits. - Deploy personnel to respond to calls for assistance from classrooms - Assign staff to assist with meal service in alternate locations if necessary. - Activate the Reunification team to respond to parents arriving to take their children out of school early. - Establish a parent contact station outside of the school office if needed. STAFF WHO HAVE STUDENTS WITH THEM DURING THE INCIDENT - Take attendance during the incident using the school's attendance system. - Create a supplemental roster to list the names of all students who were present in your classroom/office who are not normally assigned to be there. - Submit the above [insert submission instructions] before leaving campus.
AFTER	
Goal:	1. Restore normal operations. 2. Improve school climate and culture. 3. Evaluate the response and revise plans accordingly.
Objective(s):	1. Assess the campus for damage and make needed repairs. 2. Address security concerns. 3. Inform stakeholders. 4. Implement strategies to improve school climate. 5. Conduct after-action reviews.
Courses of Action:	LEA ACTIONS Goal 1 Actions: Restore normal operations.

- a. Deploy a maintenance and operations team to conduct an emergency damage assessment immediately after the incident concludes.
- b. To reassure students and staff that the campus is safe and secure, deploy resources to return the campus to its pre-incident condition quickly, prior to the start of school if possible.
- c. Deploy additional security resources to the campus.
 - i. Step the allocation down as conditions warrant over the next few days.
- ii. Assess the need for local law enforcement to be a presence on campus for the day after the event.
- d. Assist with communications to parents, students, and staff.
 - i. Provide message templates, call scripts, and talking points.
 - ii. Assign two (or more) roving substitutes to be available to cover for staff if needed.

Goal 2 Actions: Improve school culture.

- a. Consider utilizing community building circles or restorative justice practices to help process the impact of the demonstration and its underlying issues.

Goal 3 Actions: Evaluate the response...

- a. Convene the EOC team to conduct an after-action review of the EOC's actions in response to the incident.
 - i. What worked well?
 - ii. What didn't work well?
 - iii. What improvements could we make?

ALL STAFF ACTIONS

Goal 1 Actions: Restore normal operations.

- a. Return to normal classroom and office routines.
- b. Do not initiate conversation about the demonstration unless it is part of a schoolwide strategy.
- c. If a student brings the topic up, acknowledge their feelings and gently redirect the topic of conversation to the lesson.
- d. If the student is unwilling or unable to return to the lesson, in a quiet one-to-one exchange, offer the student the opportunity to talk with a counselor.
- e. Avoid conversations about the demonstration with staff in work areas where students might overhear.
- f. If you are personally impacted by the incident, consider seeking assistance from the LEA's employee assistance program.

Goal 2 Actions: Improve school culture.

- a. Avoid expressing personal opinions to students about the demonstration or its underlying issues.
- b. Watch for signs of trauma, stress, physical needs, and crisis.
- c. Respect student privacy when checking in with students about their emotional state.
- d. Submit student assistance referrals as soon as possible (the same day that you become concerned).
- e. Connect students with counselors for immediate support as needed.

Goal 3 Actions: Evaluate the response...

- a. Provide feedback to the site administrator on any concerns related to the emergency response.
- i. What worked well?
- ii. What didn't work well?
- iii. What suggestions do you have that could help?

SITE ADMINISTRATOR

Goal 1 Actions: Restore normal operations.

- a. Assign site staff to assist the LEA maintenance and operations with the emergency damage assessment immediately after the incident concludes.
- b. Provide information to stakeholders using the tools provided by the LEA.
- i. Provide information to parents, students, and staff to reassure them of the safety of the school.
- ii. Provide instructions for teachers and staff on how to respond to students who want to discuss the demonstration or its underlying causes, and on how to engage support for:
 - Students who feel overwhelmed
 - Staff, using on-campus resources or those available through the LEA's employee assistance program.
- c. Coordinate with the LEA on efforts to return the campus to its pre-incident condition quickly. If possible before school begins the following day
- d. Make assignments and schedules if additional security personnel have been provided by the LEA.
- i. Step the allocation down as conditions warrant over the next few days.
- ii. Orient any district or agency (law enforcement, CBO) staff provided by the LEA on the school's schedule and how they can assist during the day.
- e. Make assignments for roving substitutes assigned to the campus.
- f. Coordinate efforts to identify students who were out of class without permission.
- i. Work with the LEA to determine
 - If disciplinary consequences should be assigned if there was a CA Education Code violation during the course of the demonstration.
 - How parents should be notified of their student's involvement.
- g.

Goal 2 Actions: Improve school culture.

- a. Implement the Mental Health Crisis Intervention Annex as appropriate to the level of need following the incident.
- b. Work with the LEA's restorative justice provider to develop a strategy to implement restorative justice circles with students and staff who were most impacted by the incident.

NOTE: Restorative justice strategies should only be implemented by people who have received training in this approach.

Goal 3 Actions: Evaluate the response...

- a. Compile any feedback from staff.
- b. Convene the ICS team to conduct an after-action review following the demonstration.
- c. Consider the following questions for each phase (Before, During, After)
 - i. What does the plan call for?
 - ii. What worked well?
 - iii. What didn't work well?

	iv. What improvements can we make? d. Update the plan as appropriate.
RESOURCES AND REFERENCES	
• Resources to Ensure Student Safety During Walkouts or Protests - San Diego County Office of Education • Restorative Justice Practices - San Diego County Office of Education • Site Assess Mobile App • Sample Climate Surveys ○ Staff ○ Parents ○ Elementary Students ○ Middle and High School Students	

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES – Functional Annex A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

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. 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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	SITE ADMINISTATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation

	b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures

	e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary • The signal for Evacuation is the fire alarm (bell or horn signal) • If the primary emergency notification system fails to activate, the secondary notification method will be the PA System • If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners • Provided time is available, make an announcement over the public address system: • Announcement 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." • To alert visually impaired individuals ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed • To alert individuals with hearing limitations ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures -OR- ○ Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent's Office of situation. <u>Goal 3 Actions</u> a) Ensure staff and students evacuate b) Implement accountability procedures c) Activate the Incident Command Team, if necessary • Search and Rescue • First Aid/Medical • Reunification Team d) Activate Reunification Plan if necessary STAFF ACTIONS: <u>Goal 1 Actions</u> a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

	b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area b) Consider persons with special needs • <i>To evacuate individuals using crutches, canes or walkers</i> ○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u>

	a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location

- c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

- a) Make notification to staff and students
- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
 - The signal for Evacuation is the fire alarm (bell or horn signal)
 - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
 - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
 - Provided time is available, make an announcement over the public address system:
Announcement 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."
 - *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
 - *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation

Goal 3 Actions

- a) Ensure staff and students evacuate
- b) Implement accountability procedures
- c) Activate the Incident Command Team, if necessary
- Search and Rescue
 - First Aid/Medical
 - Reunification Team

STAFF ACTIONS:

Goal 1 Actions

- a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
- b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

- a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
- b) Consider persons with special needs
- *To evacuate individuals using crutches, canes or walkers*

	○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

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. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

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 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.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	SITE ADMINISTATOR ACTIONS: <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) STAFF ACTIONS: <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary • The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System • If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container • Make an announcement in person directly or over the public address system: • Announcement Example: "Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain

	<i>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.”</i> • <i>To alert visually impaired individuals</i> ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed • <i>To alert individuals with hearing limitations</i> ○ Turn lights on/off to gain person’s attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent’s Office of situation <u>Goal 3 Actions</u> a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards b) Make arrangements for central HVAC shutdown, as necessary • Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system c) Implement accountability procedures remotely STAFF ACTIONS: <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Immediately clear students from the halls. Stay away from all doors and windows b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance c) 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 d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine e) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses’ evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process

Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

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.

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

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

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

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

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to • Ensure an effective Secure Campus response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Secure Campus situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement to • Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown • Determine rooms/areas best suited for Secure Campus situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations

	c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary • The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff • If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details • The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System • Include details such as:

- Calmly walk to or remain in school buildings
- Lock all exterior doors
- Close blinds
- Continue the education process
- Make an announcement in person directly or over the public address system:
- **Announcement Example:** *"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
- REPEAT-
- ***To alert visually impaired individuals***
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
- ***To alert individuals with hearing limitations***
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
- d) 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

Goal 3 Actions

- a) Designate assigned individual to close all entrance and exit points on the campus perimeter
- b) Designate assigned individual to lock all doors leading into administration building and other common areas
- c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
- d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
- e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
- f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
- g) 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
- h) 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
- i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 2 Actions

- j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
- k) Provide a report of any hazards or situations that need attention to Incident Command/administration

	<u>Goal 3 Actions</u> a) Move to the door and instruct any passing students to return to assigned classroom immediately b) Close and lock the door c) Continue class instruction or activity as normal d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) 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) <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) 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 f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses

	b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will 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 always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

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

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to: • Ensure an effective Lockdown and Active Shooter/Armed Assailant response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Lockdown situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Meet with local law enforcement to: • Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” • Determine rooms/areas best suited for Lockdown situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of threats that might require Lockdown • Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally

	appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus

- Make an announcement in person directly or over the public address system:
- Announcement Example: "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement"
- If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms
- All staff should put life safety as priority and only engage in communications if they are in a secure area AND
 - Know where the threat is and/or can describe to law enforcement how get to the threat
 - Can describe the perpetrator(s)
 - Are in dire need of medical services
 - With someone in dire need of medical services
- *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with directions
- b) Call 9-1-1 if necessary
 - Provide as much information about the situation/threat:
 - Location
 - Description: clothing, age, etc.
 - Weapons
- c) Notify the Superintendent's Office of situation. Ask for assistance as needed.

Goal 3 Actions

- a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so
- b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office
- c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked
- d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.
- e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response
- f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately
- g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or
- b) phone), in order for all individuals to remain inside
- c) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
 - o Know where the threat is and/or can describe to law enforcement how get to the threat.
 - o Can describe the perpetrator(s).
 - o Are in dire need of medical services.
 - o With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

- a) Move to the door and instruct any passing students to return to assigned classroom immediately
- b) Close and lock the door
- c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
- d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
- e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
- f) Close any shades and/or blinds if it appears safe to do so
- g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
- h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
- i) The only reason individuals in the classroom should use a phone is to provide information on the following:
 - Location of the perpetrator
 - Can describe the perpetrator
 - Someone in the area needs **immediate** medical assistance
- j) If safe to do so, monitor email, texts and/or website for updated information
- k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
- l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
- m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
- n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
- o) Wait for another action or, if All Clear is issued, return to normal class routine

Goal 3 Actions – If Outside Buildings

- a) Staff will determine the best course of action, based on the location of the threat. Staff may:
 - Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given
 - Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. 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.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	SITE ADMINISTRATOR ACTIONS <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked STAFF ACTIONS:

	<u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Make notification to staff and students • In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On • During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System • The following announcement will be made over the public address system and by teachers in classrooms: • <i><u>Announcement Example:</u> "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"</i>

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris
 - b) Call 9-1-1 if necessary
 - c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage
- Goal 2 Actions
- a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
 - b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures
- Goal 3 Actions
- a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
 - b) Implement accountability procedures
 - c) If there is evidence of a gas leak, designate someone to turn off gas valves
 - d) Activate the Incident Command Team, if necessary
 - Search and Rescue
 - First Aid/Medical
 - Reunification Team
 - e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
 - f) Implement Reunification Plan as necessary (See Functional Annex B)
- STAFF ACTIONS:**
- Goal 1 Actions
- a) Provide accountability report to Incident Command/administration.
 - b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
 - c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command
- Goal 2 Actions
- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
 - b) Notify Incident Command of any assistance needed to perform emergency actions
- Goal 3 Actions – Inside Buildings
- a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface
 - b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
 - c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
 - d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
 - e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris

	f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	SITE ADMINISTRATOR ACTIONS: <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN – Functional Annex B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to “parents,” which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school.

While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.

Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.

Staffing may be limited; some duties may need to be modified based on the amount of staffing available.

District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
 - The Assembly Area, which will be where students can wait for their parents/guardians
 - The Request Gate where parents/guardians fill out reunification documentation and provide identification
 - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
 - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
 - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place **AT RELEASE GATE**

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
 - *Standby* or

- *Report*

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
 - Runner shows Student Request & Release Form to the Assembly Area Leader
 - Teacher/Staff marks box, "Sent with Runner"
 - Runner walks student to Release Gate
 - Runner hands paperwork to Release Staff
 - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

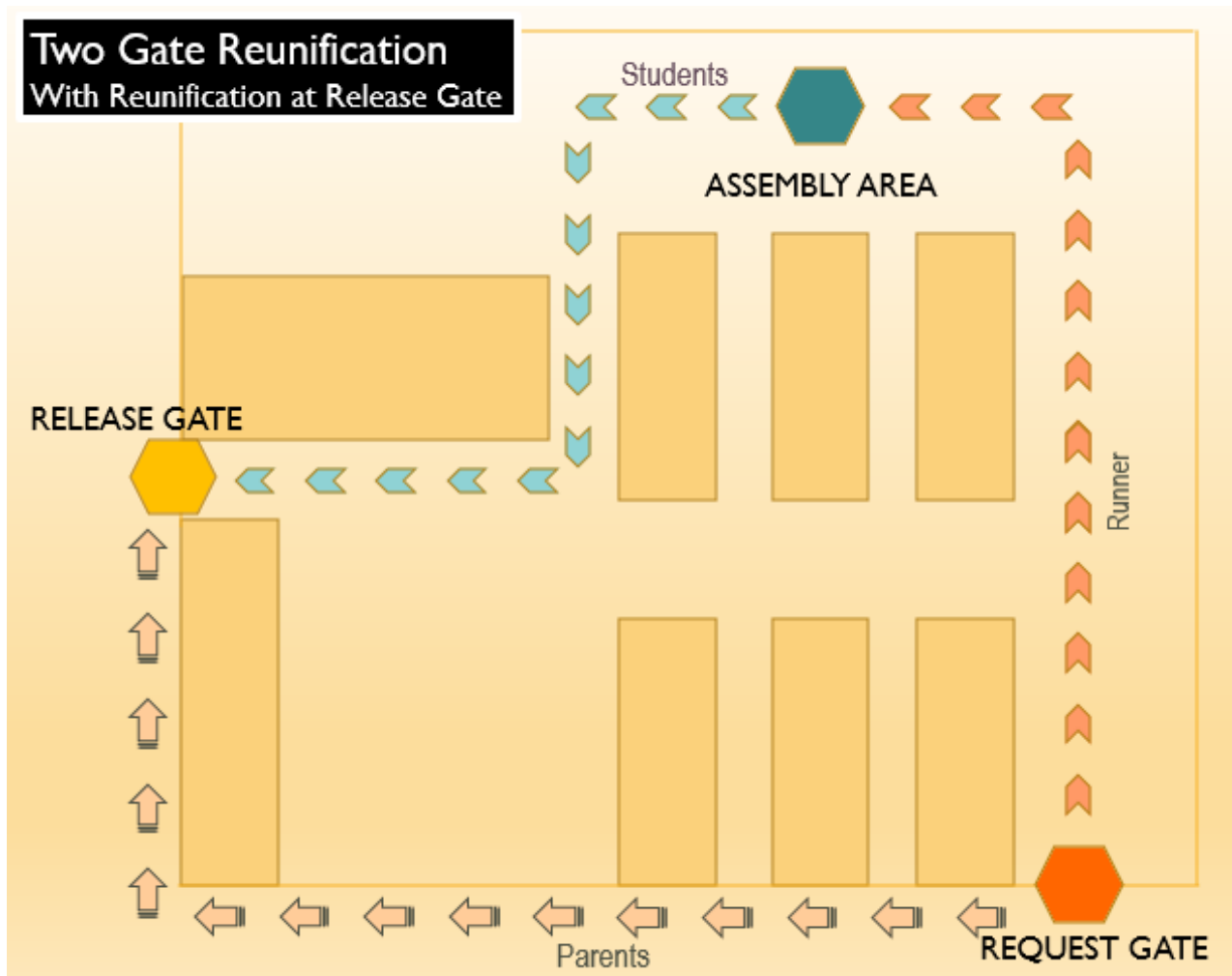
Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.

- Assembly Area Leader makes appropriate notation on Student Request & Release Form
 - "Absent" if student was not in school that day
 - "First Aid" if student is known to be receiving Medical Treatment

- “Missing” if student was in school but now cannot be located
- Runner takes Student Request & Release Form to Release Gate Leader
- Release Gate Leader verifies student location, if known, and directs runner accordingly
 - If student is in First Aid, escort parent to Medical Treatment Area
 - If student was marked absent, notify parent accordingly
 - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion



TWO-GATE REUNIFICATION

With **INTERNAL** Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
 - *Standby* or
 - *Report*

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families
- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification

- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
 - Runner shows Student Request & Release Form to the Assembly Area Leader
 - Teacher/Staff marks box, "Sent with Runner"
 - Runner walks student to Release Gate
 - Runner hands paperwork to Release Staff
 - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
 - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
 - "Absent" if student was not in school that day
 - "First Aid" if student is known to be receiving Medical Treatment.
 - "Missing" if student was in school but now cannot be located
 - Runner takes Student Request & Release Form to Reunification Area Leader
 - Reunification Area Leader verifies student location, if known, and directs runner accordingly
 - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
 - If student was marked absent, notify parent accordingly
 - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification area whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

NOTIFICATION AREA

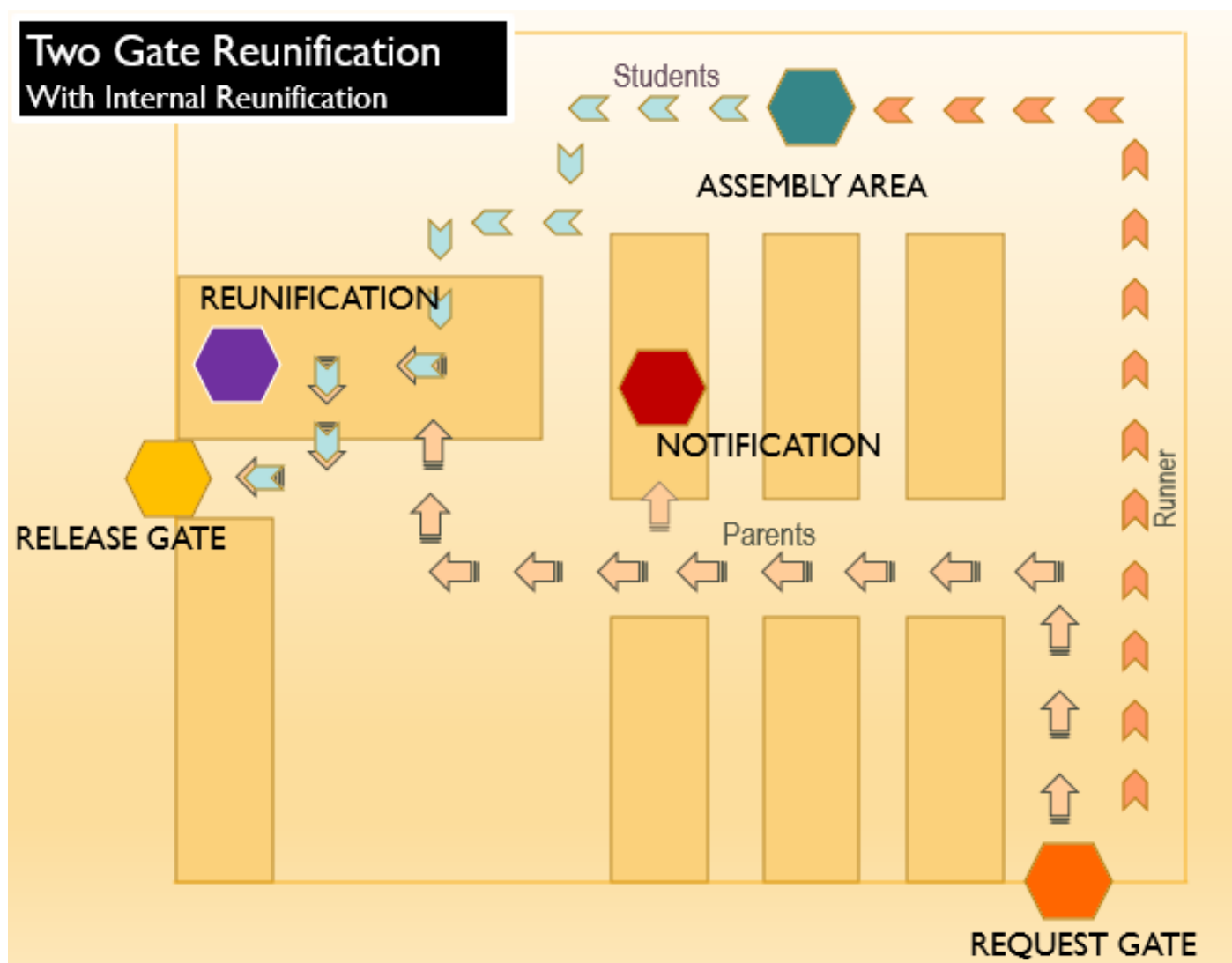
Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested

- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma
- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

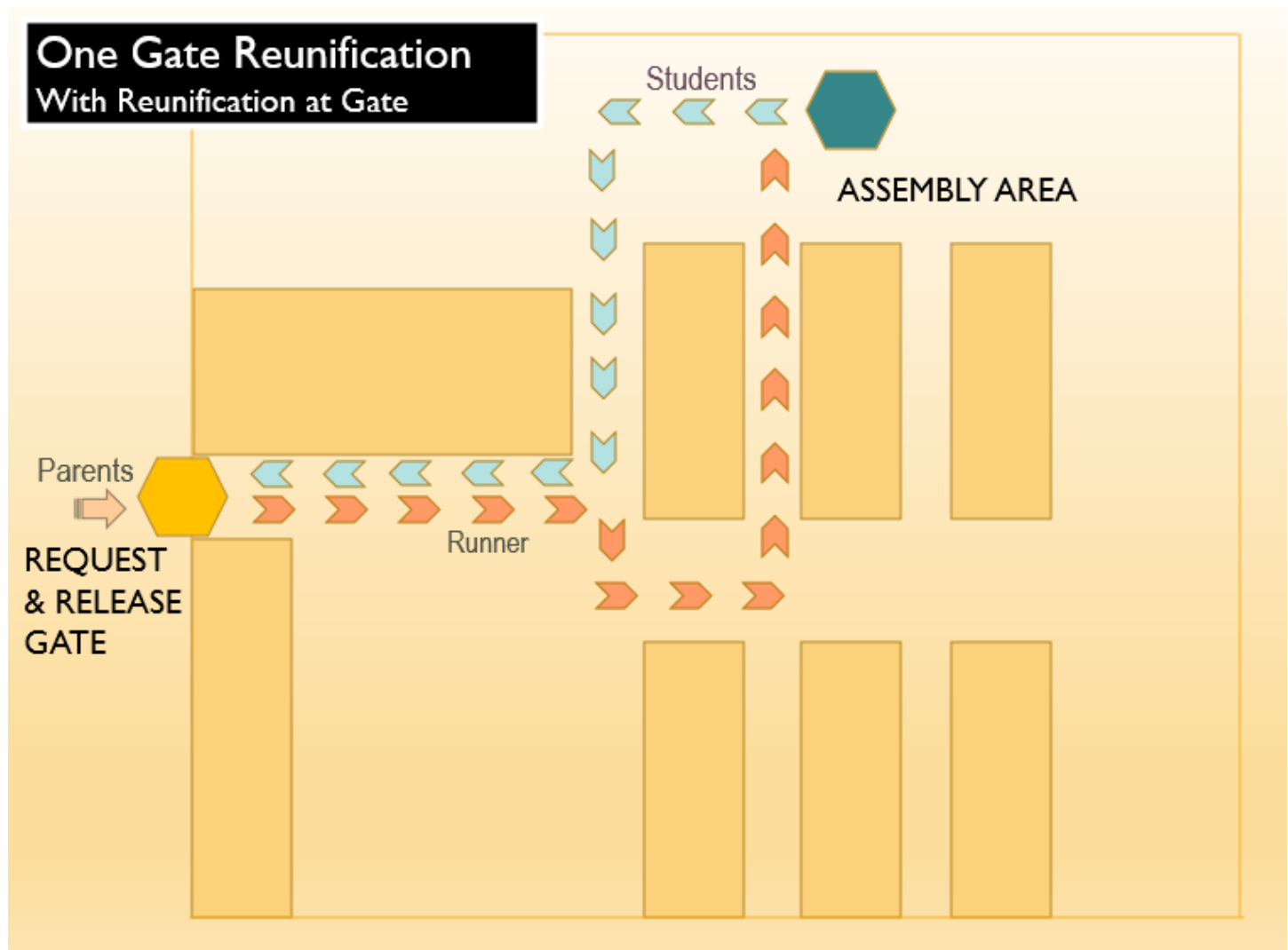
RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion



ONE-GATE REUNIFICATION

This type of reunification is recommended when there are **NO** injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method
- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter's Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form.** You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.

Padres/Guardianes: **Por favor complete esa seccion1 de esta forma.** Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form **ONLY** if they have the **SAME LAST NAME**)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

	1)	STUDENT Last Name	First Name	Teacher	Grade
	2)		First Name	Teacher	Grade
	3)		First Name	Teacher	Grade

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
☐	☐	Is the person requesting the student on the Emergency Contact List STAFF INITIALS
☐	☐	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
☐	☐	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
☐	☐	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
☐	☐	Staff - give this form to a "staff runner" to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
☐	☐	Receive/get student from Assembly Area.
☐	☐	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
☐	☐	Verify Photo I.D. again. Have them sign below to indicate where they are going next.
Signature of person releasing student to: Firma de la persona liberando al estudiante: _____ Next Destination: Proximo destino: _____		
Staff Signature: _____		Time of Release: _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School/LC _____ Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED AFTER-ACTION REPORT

(for small scale events and drills)

DATE:		TIME:	
SCHOOL/LC		BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

- 1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
- 2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
- 3) Complete this form using the information gained from the Brainstorm session.
- 4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
- 5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES - FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to:

School Director

Staffing

Site Administrator

Characteristics:

Responsibility:

The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear," contact the District before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Section: Command

Safety Officer

Reports to:

Site Incident Commander

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.

- Implement Site Emergency Procedures Plan
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- Stop or modify all unsafe operations
- Ensure that responders use appropriate safety equipment
- Think ahead and anticipate situations and problems before they occur
- Anticipate situation changes, such as severe aftershocks, in all planning
- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Section: Command

Public Information Officer

Reports to:

Site Incident Commander

Staffing

Characteristics:

These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report
- Scissors
- School site map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible “news center” site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District’s Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible
- Advise arriving media that the site is preparing a press release and approximate time of its issue
- Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance - “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin
 - Size and scope of the incident
 - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names
 - Resources in use
 - Best routes to school if known and appropriate
 - Any information school wishes to be released to the public
 - **Read** statements if possible
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command Liaison Officer

Reports to:	Site Incident Commander
Staffing Characteristics:	These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	• Brief Agency Representatives on current situation, priorities, and incident action plan • Ensure coordination of efforts by keeping Site Incident Commander informed of agencies’ action plans • Provide periodic update briefings to Agency Representatives, as necessary

Section: Operations

Operations Section Chief

Reports to:	Site Incident Commander
Staffing Characteristics:	The Operations Chief should be a staff member familiar with the site and be trained in response skills.
Responsibility:	The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.
Special Equipment:	• Maps: See Crisis Response Box
During Event:	• Assume the duties of all operations positions until staff is available and assigned • As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists • If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed • Communicate with Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals. • As information is received from the Operations staff, update the Site Incident Commander • Inform the Site Incident Commander regarding tasks and priorities • Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities • Schedule breaks and reassign Operations staff as needed

Section: Operations

Site Facility Check & Security

Reports to:	Operations Chief
Staffing Characteristics:	Custodian or others familiar with the site's facilities.
Responsibility:	Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.
Special Equipment:	• Hard hat • Work gloves • Whistle • Master keys

- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- Locate/control/extinguish small fires as necessary
- Check gas meter and, **if gas is leaking**, shut down gas supply
- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to:

Operations Chief

Staffing

Trained in Search & Rescue

Responsibility:

Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
 - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations**Search & Rescue Team**

Reports to:**Search & Rescue Team Leader****Staffing**

Trained in Search & Rescue

Characteristics:**Responsibility:**

Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
 - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to:**Operations Chief****Staffing**

Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Characteristics:**Responsibility:**

Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs

- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel
- Establish point of entry (“triage”) into treatment area
- Establish “immediate” and “delayed” treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Report deaths immediately to Operations Section Chief.

After pronouncement or determination of death:

- **Do not** move the body until directed by Site Incident Commander
- **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**
- As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
- Keep accurate records and make available to law enforcement and/or the Coroner when requested
- Write the following information on two tags:
 - o Date and time found
 - o Exact location where found
 - o Name of decedent, if known
 - o If identified—how, when, by whom
 - o Name of person filling out tag
 - o Attach one tag to body
- If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to:	First Aid & Medical Team Leader
Staffing	Trained in First Aid and Critical Incident Stress Management (CISM)
Characteristics:	
Responsibility:	Works with a buddy to administer first-aid and arrange for transport of victims as necessary.
Special Equipment:	• First Aid & Medical Team supplies • Marking pens • Stretchers, blankets, vests (if available) • Quick reference medical guides • Tables, chairs, ground cover/tarps, medication from health office • Forms: - o Medical Treatment Log - o Notice of First Aid-Care Provided
Start Up Activities:	• Obtain and wear personal safety equipment including latex gloves • Use approved safety equipment and techniques • Check with First Aid & Medical Team Leader for assignment
During Event:	• Administer appropriate first aid • Keep accurate records of care given • Continue to assess victims at regular intervals • Report deaths immediately to First Aid & Medical Team Leader • If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim • Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available Buddy Teams: • Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area Triage Entry Area: • Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments • Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged • Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie Treatment Areas ("Immediate" & "Delayed") • Completes secondary head-to-toe assessment • Records information on triage tag and onsite treatment records • Follow categories: Immediate, Delayed, Dead • When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations**Reunification Team Leader**

Reports to:**Operations Chief****Staffing****Characteristics:**

Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility:

Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
 - o Student Accountability Report
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.)
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Section: Operations

Assembly Area Leader

Reports to:

Operations Chief

Staffing

Trained in managing large groups of students - Associate Principal or Administrative Designee

Characteristics:

Responsibility:

Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - o Student Accountability Report
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
 - o Verify that the Evacuation Area and routes to it are safe
 - o Count or observe the classrooms as they exit, to make sure that all classes evacuate
 - o Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease
- Make arrangements to provide shelter for students and staff
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Section: Operations

Request Gate

- Reports to:** Operations Chief
- Staffing Characteristics:** School staff or volunteers
- Responsibility:** Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.
- Special Equipment:**
- Stapler
 - Box(es) of Emergency Cards
 - Signs: Parent Request Gate
 - Empty file boxes to use as out boxes
 - Pens for parents' to complete forms
 - Forms:
 - Student Release Form
 - Volunteer Assignment Log
- Start Up Activities:**
- Secure area against unauthorized access. Mark gate with sign
 - Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
 - Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
 - Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended
- During Event:**
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
 - **Refer all requests for information to the District's Communications Officer**
 - If volunteers arrive to help, have them report to the Request Area to be registered
- Reunification Procedures:**
- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification
 - Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card
 - Staff instructs the requester to proceed to the Release Gate
 - If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
 - Runner takes form(s) to the designated classroom
- Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, **“Sent with Runner”**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
 - **“Absent”** if student was never in school that day
 - **“First Aid”** if student is in Medical Treatment Area
 - **“Missing”** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, **"Sent with Runner"**
- If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
 - **"Absent"** if student was never in school that day
 - **"First Aid"** if student is in Medical Treatment Area
 - **"Missing"** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status and escorted to Crisis Counselor
- If student is in first aid, parent should be escorted to Medical Treatment Area
- If student was marked absent, parent will be notified by staff member

Section: Planning & Intelligence**Planning & Intelligence Section Chief****Reports to:** Site Incident Commander**Staffing Characteristics:** Resource Teacher**Responsibility:** Collection, evaluation, documentation, and use of information about the incident.**Equipment:**

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content

- Log in all written reports
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received
- Develop situation reports for the Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics**Logistics Section Chief**

Reports to: Site Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, supplies and equipment

- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Section: Finance & Administration**Finance & Administration Section Chief****Reports to:** Site Incident Commander**Staffing Characteristics:** Familiar with common financial record keeping standards. Office staff.**Responsibility:** Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.**Special Equipment::**

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT – Functional Annex D

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School/LC	DATE:
Buildings Damaged	
Space is (check all that apply)	
☐ Not usable	☐ Usable
☐ Wet/Damp	☐ Dry
☐ Unknown	
Utilities are operational (check all that apply)	
☐ Phone	☐ Internet
☐ Electrical Power	☐ Water
☐ Sewer	
Ceiling (e.g wet, sagging, collapse)	
Walls (e.g. cracks, watermarks, soot)	
Floor/Carpet (e.g. wet, burnt, torn, mildew)	
Water Leaks (e.g. from roof, through walls, windows)	
Doors/Windows (e.g. broken locks, hinges, awnings)	
Fixtures (e.g. electrical outlets, lighting)	
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)	
Other	

Evacuation Planning for Special Needs – Functional Annex E

For People with Disabilities and Special Needs

Community Montessori and Dimensions Collaborative use this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

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Speech Impairment

Cognitive Impairment

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - Self
 - Self with device
 - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
 - Who
 - What
 - Where
 - When
 - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101, Life Safety Code, for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility

impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	_____
Earthquake:	_____
Flood:	_____
Storm:	_____
Attack:	_____
Other (specify):	_____

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency? _____

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Sudden Cardiac Arrest – Functional Annex F

Element Education is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. The following was developed and taken from the American Heart Association.



ANSWERS
by heart



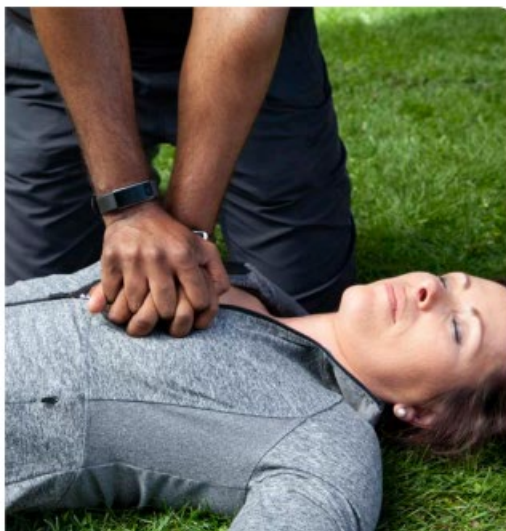
Cardiovascular Conditions

What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)



What Is Cardiac Arrest?

What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

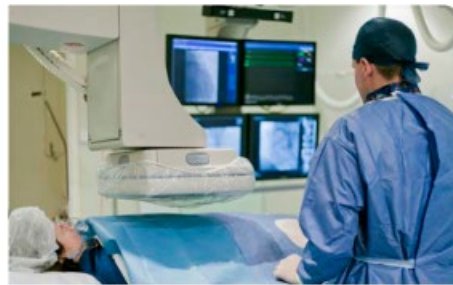
- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Exercise stress tests
- Imaging tests
- Cardiac catheterization
- Electrophysiology (EP) study

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit heart.org to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at HeartInsight.org.
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at heart.org/SupportNetwork.

Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

Where can I get CPR training in my area?

MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit heart.org/AnswersByHeart to learn more.

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Opioid & Fentanyl Overdose Prevention – Functional Annex G

Element Education's primary goal in the fight against opioids and fentanyl use is prevention and will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document

SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR.

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Community Montessori and Dimensions Collaborative use intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone is stored with each AED box at each learning center.

NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

RECOGNIZE

Observe for signs of overdose

1

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils



RESPOND

Immediately call for help:

2

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
 - Breathe again
 - Give one breath every 5 seconds



REVERSE

Administer Intra-Nasal Narcan

3

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.

Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

Press the plunger firmly to give the dose of NARCAN Nasal Spray.

• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols



REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

4

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

Coversheet

Consideration of Response to Immigration Enforcement Policy

Section: XII. Action Items-Element Education
Item: C. Consideration of Response to Immigration Enforcement Policy
Purpose: Vote
Submitted by: Kiran Sihota
Related Material: Response to Immigration Enforcement.pdf

BACKGROUND:

Element is committed to the success of all students and believes that every Element school should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status. Per AB 49 requirements, all LEA's must establish Immigration enforcement policies and procedures. The policies and procedures must align with the updated guidance from the California Attorney General. These documents are required to be provided to CDE by March 1, 2026.

RECOMMENDATION:

Approval of policy.

BP: Response to Immigration Enforcement

Board Approved: 2/27/2026 (Pending)

Scope: All Element Education (“Element”) stakeholders.

Purpose: Element is committed to the success of all students and believes that every Element school should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

Policy:

Element shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at schools or programs under Element, except as may be required by state and federal law.

In accordance with law, no student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in school programs and activities under Element on the basis of the student’s or family’s immigration status or for the refusal to provide information related to any such immigration status.

Resources and data collected by Element shall not be used, directly or by others, to compile a list, registry, or database of individuals for immigration enforcement based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

The Executive Director or designee shall notify parents/guardians regarding their children’s right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement via an annual notification, with the option to provide other informal communications as needed during the year.

Consistent with the requirements of the California Office of the Attorney General, the Executive Director or designee shall develop and update procedures addressing any requests by a law enforcement officer for access to Element records, students, employees, or schools under Element for the purpose of immigration enforcement.

Appropriate Element staff shall receive training regarding immigration issues, including, but not limited to, information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Executive Director or designee shall report to the County Board of Education in a timely manner any requests for information or access to a school or program under Element by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information.