

# COMPREHENSIVE SCHOOL SAFETY PLAN

2024-2025

Feather River Charter School



BP 0450

ADOPTED 01.22.24



<b>TABLE OF CONTENTS</b>	
FEATHER RIVER CHARTER SCHOOL	2
<b>SECTION A: GENERAL INFORMATION – SCHOOL SAFETY</b>	<b>4</b>
PART 1: COMMITMENT TO SCHOOL SAFETY	4
PART 2: LEGISLATIVE REQUIREMENTS	4
PART 3: MAINTAINING A SAFE AND ORDERLY ENVIRONMENT	4
PART 4: CRIMINAL BACKGROUND CHECKS	5
<b>SECTION B: CHILD ABUSE REPORTING PROCEDURES</b>	<b>5</b>
PART 1: CHILD ABUSE REPORTING PROCEDURES	5
<b>SECTION C: EMERGENCY/DISASTER PLANS</b>	<b>9</b>
PART 1: GENERAL INFORMATION - DISASTER	9
PART 2: BIOLOGICAL/CHEMICAL WEAPONS ASSAULT	33
PART 3: BOMB THREAT PROCEDURES	34
PART 4: CHEMICAL OR HAZARDOUS MATERIAL INCIDENT	34
PART 5: EARTHQUAKE PROCEDURES	35
PART 6: EXPLOSION, AIRCRAFT CRASH OR SIMILAR INCIDENT	35
PART 7: FIRE PROCEDURES	35
PART 8: FLOOD PROCEDURES	36
PART 9: LOCKDOWN/CIVIL UNREST PROCEDURES	36
PART 10: SEVERE WINDSTORM PROCEDURES	37
PART 11: SUSPICIOUS MAIL PACKAGES	37
PART 12: PUPILS GRADES 7 TO 12, SUFFERING OR REASONABLY BELIEVED TO BE SUFFERING OPIOID OVERDOSE	38
PART 13: ASSESS/RESPOND TO DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITY	39
<b>SECTION D: SUSPENSION/EXPULSION POLICY AND PROCEDURES</b>	<b>39</b>
PART 1: DEFINITIONS/DUE PROCESS/RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURES	39
<b>SECTION E: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS</b>	<b>47</b>
PART 1: NOTIFY TEACHERS OF DANGEROUS PUPILS	47
<b>SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY</b>	<b>49</b>
PART 1: GENERAL INFORMATION	49
PART 2: SEXUAL HARASSMENT – ALL PERSONNEL	49
PART 3: SEXUAL HARASSMENT – STUDENTS	51
<b>SECTION G: SCHOOL DRESS CODE (IF IT EXISTS)</b>	<b>53</b>
Part 1: Non-classroom based program we do not have dress code, except for High School Dances	53
<b>SECTION H: SAFE INGRESS AND EGRESS</b>	<b>53</b>
PART 1: GENERAL INFORMATION	53
PART 2: SAFE INGRESS AND EGRESS	53
<b>SECTION I: BULLYING AND INTIMIDATION</b>	<b>53</b>
PART 1: ANTI-INTIMIDATION POLICY	53
<b>SECTION J: MENTAL HEALTH GUIDELINES</b>	<b>55</b>
PART 1: HEALTH GUIDELINES SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL	55
PART 2: SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL	56
<b>SECTION K: CRIME ASSESSMENT</b>	<b>64</b>
PART 1: CRIME ASSESSMENT	64

**SECTION L: COVID-19 REPORTING AB 685**  
PART 1: INCREASED COVID-19 REPORTING REQUIREMENTS

**64**  
**64**

## **SECTION A: GENERAL INFORMATION – SCHOOL SAFETY - INCLUDES EMPLOYEE FINGERPRINT/BACKGROUND CHECK - ED CODE 44237**

### **Part 1: Commitment to School Safety**

The Charter School is committed to ensuring that all enrolled students and all employees are safe and secure. The Charter School believes that a first step toward safer schools is the development of a comprehensive plan for school safety by every school. The Charter School intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis, and proposed changes will be submitted to the Board for approval.

### **Part 2: Legislative Requirements**

The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (J).

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:”

- A. Employee Fingerprint/Background Check – Ed Code 44237
- B. Child Abuse Reporting Procedures - Penal Code 11165.5 & .6
- C. Disaster Procedures, routine and emergency – Ed Code 32282; CCR Title 8, Sec 3220ADA
- D. Suspension/Expulsion policies and procedures – Ed Code 47605, 48915
- E. Procedures to notify teachers of dangerous pupils – Ed Code 49079
- F. Discrimination and Harassment Policy (include hate crime reporting procedures and policies) – Ed Code 200, *et seq.*\*
- G. Schoolwide Dress Code (if it exists - including prohibition of gang-related apparel)
- H. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site (pick-up, drop-off, maps, etc.)
- I. A safe and orderly environment conducive to learning at the school
- J. Procedures for conducting tactical responses to criminal incidents on campus and at school-related functions

The Comprehensive School Safety Plan will be reviewed and updated by March 1<sup>st</sup> every year. The school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

### **Part 3: Maintaining a Safe and Orderly Environment**

It is a priority of the administration and staff at the Charter School that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and

achievement, participation in community projects, and positive student conduct.

The Charter School promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training to support communication with our students.

The Charter School remains in compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

### **Resource Center Visitors**

All visitors to the resource center, except students of the school and staff members, sign in at the reception desk upon entering the resource center.

### **Part 4: Criminal Background Check**

The Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent and do not present a risk of harm to students, coworkers, or others. The Charter School will perform applicant background checks and employee investigations as required by Education Code section 47605(c)(5)(F)(i), which requires that “each employee of the charter school furnish the charter school with a criminal record summary.”

All employees must have Live Scan fingerprint results on file with the Charter School. Proof of Live Scan fingerprinting is a requirement of employment, and the results must be provided to the Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants and employees as required by California and federal law. Background checks may also be required of employees whose job duties involve care of students, handling money, valuables, or confidential information, or as otherwise deemed prudent by the school. The background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by the Charter School may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

The Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

The Charter School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, the Charter School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the Charter School’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with the Charter School.

## **SECTION B: CHILD ABUSE REPORTING PROCEDURES - PENAL CODE 11164, *ET SEQ.***

### **PART 1: CHILD ABUSE REPORTING PROCEDURES**

Child abuse reporting law (Penal Code Section 11166) requires that the Charter School employee who has reason to believe that a child has been subjected to abuse report the incident to the proper authorities.

At the Charter School, protecting children from child abuse is a major priority. Each year, the administration

sets aside time to meet with staff to discuss child abuse indicators, remind teachers of the procedures to follow when abuse is suspected, and provide annual training regarding the required procedures for mandated reporters.

Employees of the Charter School are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

The determination as to who should be contacted will depend greatly upon the situation at hand. The local law enforcement agency will dispatch a unit to the school as soon as possible. Children's services may take much longer to respond. School personnel should always take into consideration the severity of the abuse and the extent to which the student's safety is at risk.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency is mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. The Charter School board policies are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and the Charter School Board Policy are presented below.

From California Penal Code Section 11166

...a mandated reporter shall make a report to an agency...whenever the mandated reporter, in the mandated reporter's professional capacity or within the scope of the mandated reporter's employment, has knowledge or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident.

Recognizing that our responsibility to students includes the protection of their physical and mental well-being, the Governing Board desires to provide whatever opportunities or resources may be available for the prevention of child abuse.

The Board agrees with the Legislature that:

Child abuse and neglect is a severe and increasing problem in California.

1. Charter schools, school districts and preschools are able to provide an environment for training of children, parents, and all school staff.
2. Primary prevention programs in charter schools and school districts are an effective and cost-efficient method of reducing the incidence of child abuse and neglect and for promoting healthy family environments.

The Executive Director shall explore funding and assistance available for the establishment of programs directed toward preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, and reducing the general vulnerability of children, including coordination with and training for parents and school staff. Parents shall be given notice of, and may refuse to have their children participate in, prevention training program.

#### Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be

delegated to another individual.

### Definitions

1. "Child Abuse," as defined by law, includes the following:
  - a. Physical abuse resulting in a non-accidental physical injury or death.
  - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
  - c. Sexual abuse including both sexual assault and sexual exploitation.
  - d. Emotional abuse and emotional deprivation including willful cruelty or unjustifiable punishment.
  - e. Severe corporal punishment.
2. "Mandated Reporters" are those people defined by law as "childcare custodian," "medical practitioners" and "non-medical practitioners" and include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a childcare institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

1. "Child Protective Agencies" are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.
2. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (California Penal Code 11166)

### Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax or electronically transmit a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the charter school or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the direct report in completing and mailing the form; however, the mandated reporter is still

responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify their direct report or designee as soon as possible after the initial verbal report by telephone. The direct report, when notified, shall inform the Executive Director.

The direct report notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Executive Director may assist in the completion and filing of these forms.

#### Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which they knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension)

#### **When School Employees are Accused of Child Abuse**

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting. Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with



policies, regulations and/or collective bargaining agreements. The Executive Director or designee should consult with legal counsel in implementing either suspension or dismissal.

**SECTION C: DISASTER PROCEDURES, ROUTINE AND EMERGENCY - ED CODE 32282; CCR TITLE 8,**

**SEC 3220 ADA PART 1: GENERAL INFORMATION – DISASTER**

The Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents. The Charter School has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at the Charter School to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with [California Code of Regulations, Title 8, Section 3220](#) which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while the Charter School may not have students at the Resource Center, it will serve as an Emergency Operations Center if a multi-site incident occurs and support is needed for the school or local community. At that time, the role of the Charter School would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for implementation of this plan or to contact for any clarification is:

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Whigam, Myla

Williams, Ashley
Wolf, Kayla
Woodward, Deborah
Wright Shawn
Zagaroli, Nicole
Zlomke, Heather

## EMERGENCY TELEPHONE NUMBERS

FACILITY EMERGENCY NUMBERS	
1. Emergency Operations Center	Students primarily school at home.
2. Alternate Location	Parents would use local emergency information pertaining to where they live.

LOCAL AGENCIES/OTHERS	
1) Local Police	Parents would use local emergency information pertaining to where they live.
2) Local Fire	Parents would use local emergency information pertaining to where they live.
3) American Red Cross	(916) 993-7070
4) Electric Utility Company	Parents would use local emergency information pertaining to where they live.
5) Local Gas Company	Parents would use local emergency information pertaining to where they live.
6) Local Water Company	Parents would use local emergency information pertaining to where they live.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

## INTRUSION AND/OR FIRE ALARMS

9-1-1 should be called in an emergency.

### **PLAN IMPLEMENTATION**

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the EOP, the school needs to: (1) Assign roles for Management staff and Section Chiefs, (2) form the site emergency teams, (3) provide the appropriate training for all staff (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e. first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities of allocated employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

### **ABOUT EMERGENCY MANAGEMENT SYSTEMS**

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

**Incident Command System (ICS)** Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

**Standardized Emergency Management System (SEMS)** Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use

SEMS. In fact, the **STATE** reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

**National Incident Management System (NIMS)** After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. It is a FEMA approved emergency response system and will become the national model. National compliance was expected by 2006 but is still in progress.

**FEDERAL** funding for emergency response/recovery grants is tied to the use of NIMS.

### **SCHOOL RESPONSE**

Education Code section 32282(a)(2)(B)(i) requires schools to establish an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. The charter school may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. This does not pertain to FRCS.

### **WHAT SPECIFIC LAWS APPLY TO SCHOOLS**

#### **THE FIELD ACT**

(Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

#### **Earthquake Emergency System**

Requires schools to establish an earthquake emergency system:

- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions—once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have the charter school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture

#### **PUBLIC EMPLOYEES ARE DISASTER SERVICE WORKERS**

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed
- A state emergency has been proclaimed
- *or*, A federal disaster declaration has been made

**NOTE: During a declared disaster, school employees are required, by law, to serve as disaster service workers and cannot leave until formally released.**

- Certificated employees risk losing their teaching credentials
- Classified employees may be charged with a misdemeanor

### **POST-DISASTER SHELTERS**

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.

- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared

### **THE PETRIS BILL**

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996.

- ICS - (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration
- EOC - (Emergency Operations Center) setting up a central area of control using the five basic functions
- Coordinate all efforts with the operational area (county) EOC, city EOC and county office of education EOC
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

### **HOMELAND SECURITY PRESIDENTIAL DIRECTIVE HSPD-5**

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

**NIMS training requirements:** All school employees (as designated Disaster Services Workers) are to complete ICS100, ICS200 and IS700.)

### **USING SEMS AND NIMS IN YOUR SCHOOL - AN OVERVIEW**

Within SEMS and NIMS, an emergency response organization, known as the Incident Command System, consists of five Sections:

**Management:** responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four members, the EOC Director/Incident Commander (IC), the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer (LO). In short: they are *the leaders*.

**Planning/Intelligence:** responsible for creating the action plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams: the Situation Status Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management Section. Planning/Intelligence are often referred to as *the thinkers*.

**Operations:** responsible for response preparedness of the Assembly/Shelter, Communications, Crisis Intervention, Light Search and Rescue, First Aid, Student Release/Staff Accounting, and Maintenance/Fire/Site Security Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with the Management Section. These folks represent *the doers*.

**Logistics:** prior to a disaster, this section is in charge of creating a transportation plan, and ensuring that there

are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section's two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are *the getters*.

**Finance/Administration:** in charge of creating policies and procedures for documenting costs associated with emergency response. This section has one team, called the Recordkeeping Team. During a disaster, they activate contracts with vendors, keep time records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report (AAR). They are called *the payers*.

### THE EMERGENCY OPERATIONS CENTER

During an emergency, the Management Section gathers together in an area/room to set-up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs.

### A Word About Unified Command

The control of and response to emergencies is the sole responsibility of the site teams *until* first responders arrive. Once they arrive, the incident command transitions to "*Unified Command.*" This transition is immediately facilitated by an on-site briefing of first responders by the Management Staff and Section Chiefs. Following the initial briefing, the site's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Other employees may be asked to participate as well, depending upon the incident at hand and the available staffing of emergency responders. All staff should be prepared to participate if necessary.

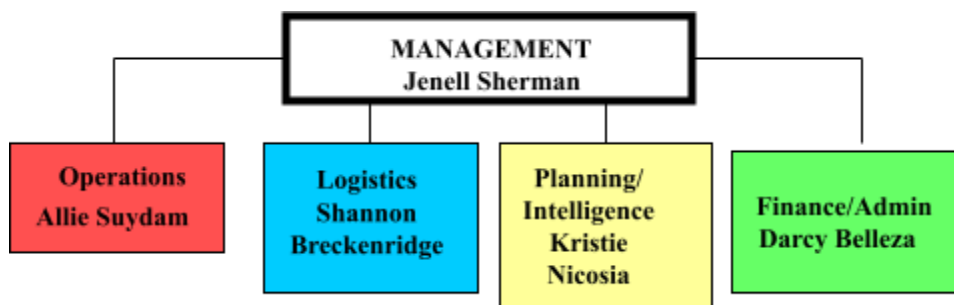
In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the organization's Management Staff and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, *unless* the EOC Director/Incident Commander has deemed it is too dangerous or unsafe for them to do so. *Remember*, first responders are professionals. Work with them and take your cues from them.

### The Dual Role of the School Office

The School must organize to respond to incidents that occur at their location

- Ensure that the School has a functional Emergency Action Plan
- Ensure that School staff are trained and well prepare
- The School must also organize to provide support
- Provide leadership
- Provide assistance with response and recovery, when needed
- Ensure that school staff are trained and well prepared
- Ensure that each school has a functional Emergency Operations Plan

### INCIDENT COMMAND SYSTEM AND DIVISION OF LABOR





## **Divisions of Labor**

Each one of the five functions have certain roles and responsibilities during a disaster or school emergency. The Management Section oversees response activities in consultation with the Chiefs of the Operations, Logistics, Planning/Intelligence, and Administration/Finance Sections. Each of these sections in turn, has a team or teams tasked with implementing very specific components of the emergency response plan.

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office or student location. This is a living document that should be updated and modified as additional information is acquired. A hazard assessment should be conducted to identify specific areas of concern for your location in order to maximize the number of response situations included in this plan.

## **EVACUATION PROCEDURES**

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near the resource center are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The building Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

### **During an evacuation, the following procedures must be followed:**

- Move staff to the designated Evacuation Area.
- Take roll by completing Staff Accountability Form
- Runners collect Staff Accountability Reports
- If an employee has an assignment on the Emergency Management Team Organizational Chart, report to the Command Post (CP) and sign in.
- Report to Incident Commander (IC) for briefing and assignment.

## **LOCKDOWN/REVERSE EVACUATION PROCEDURES**

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the work day, during break or lunch periods, or after the work day. When staff may be outside the resource center, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable. In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- If inside, stay inside.
- Lock door(s) to buildings and or work areas.

- If possible, quickly close all windows and then move away from the windows.
- Use caution when allowing late reporting staff to enter into a classroom.
- Have staff hide, if appropriate.
- Take roll using Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

### **PROCEDURES FOR CONDUCTING A “SIZE-UP”**

A “*SIZE-UP*” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “*size-up*” are:

#### **1. Gather Facts:**

- a. What has happened?
- b. How many people are involved?
- c. What is the current situation?
- d. Does the time of day or week affect this situation?
- e. Do weather conditions affect the situation (e.g. forecast, temperature, wind, rain)?
- f. What type(s) of structures are involved?
- g. Are buildings occupied? If yes, how many?
- h. Are there special considerations involved (e.g. children, elderly, disabled)?
- i. Are hazardous materials involved at or near the situation?
- j. Are other types of hazards likely to be involved?

#### **2. Assess and Communicate the Damage:**

- a. Take a lap around the building and try to determine what has happened, what is happening now, and what may happen next.
- b. Are normal communications channels functioning (e.g. ICS, radios, e-mail, phones)?

#### **3. Consider Probabilities:**

- a. What is likely to happen?
- b. What is the worst-case scenario?

#### **4. Assess Your Own Situation:**

- a. Are you in immediate danger?
- b. Have you been trained to handle this situation?
- c. What resources are available which can assist with your current situation?

#### **5. Establish Priorities:**

- a. Are lives at risk? Remember, life safety is the first priority!
- b. Can you and available resources handle this situation SAFELY without putting others at risk?
- c. Are there more pressing needs at the moment? If yes, what are they?

#### **6. Make Decisions:**

- a. Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.

- b. Where will deployment of resources do the most good while maintaining an adequate margin of safety?
7. **Develop an INCIDENT ACTION PLAN:**
    - a. Develop a plan that will help you accomplish your priorities.
    - b. Simple plans may be verbal, but more complex plans should always be written.
    - c. Determine how personnel and other resources should be deployed.
  8. **Take Action:**
    - a. Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post, the EOC, or other agencies that respond to the scene (e.g. fire, law enforcement, medical, media, coroner, parents).
  9. **Evaluate Progress:**
    - a. At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation

## **BOMB THREAT**

### **TELEPHONE BOMB THREAT**

- During the call, complete the bomb threat checklist found on the next page.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Have someone else call **911** (dial 9 is to obtain an outside line) and notify the Resource Center and Executive Director.
- Without using portable radios or cell phones, organize a meeting with the school's Emergency Management Team (EMT). Radio and cell phone usage can resume once you are 300 feet away from school premises as a bomb could be hidden outside.
- If necessary, implement the ICS with only those positions deemed necessary.
- Assign a recorder to document events as they take place.
- Any search of the site should be done under the direction of law enforcement.
- The decision to evacuate the location is the responsibility of the Executive Director or their designee.
- If an evacuation is ordered, do not touch anything while leaving the building. Report any suspicious items to the Incident Commander.
- Follow off-site evacuation procedures.
- If the caller identifies a location where the device has been placed, avoid evacuating through the identified area.
- EMT members responsible for off-site evacuation and student accounting should begin making preparations for an orderly transition of the students/staff to the evacuation site.
- If an announcement is made over the school PA to evacuate, remind teachers and site supervisors to bring their class or work area rosters and emergency supplies.
- When the off-site evacuation location is reached, account for all students and staff. Report missing students/staff to the Incident Commander. The Incident Commander will report missing students/staff to the law enforcement agency assisting with the evacuation.
- Re-entry onto the school campus can only take place at the direction of Incident Commander.

### **E-MAIL BOMB THREAT**

- Save the e-mail message.
- Print a copy of the message and give it to the Executive Director, law enforcement, and the Technology Department.
- Follow applicable procedures from above.

**BOMB THREAT REPORT FORM:**

School: \_\_\_\_\_

This form will help you obtain the necessary information from the caller. Keep this information near the phone. Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_ PM \_\_\_

Exact words of the person placing call: \_\_\_\_\_

**QUESTIONS TO ASK:**

- 1.) When is the bomb going to explode? \_\_\_\_\_
- 2.) Where is the bomb right now? \_\_\_\_\_
- 3.) What kind of bomb is it? \_\_\_\_\_
- 4.) What does it look like? \_\_\_\_\_
- 5.) Why did you place the bomb? \_\_\_\_\_
- 6.) What will prevent you from doing this? \_\_\_\_\_
- 7.) What is your name? (they may inadvertently give it) \_\_\_\_\_ TRY TO

**DETERMINE THE FOLLOWING: (Circle all that apply)**

Caller Description: Male Female Adult Juvenile Middle Aged Old

Voice: Loud Soft High-pitch Deep Raspy Pleasant Intoxicated

Accent: Local Non-Local Foreign Region Other: \_\_\_\_\_

Speech: Fast Slow Distinct Distorted Stutter Nasal Slurred Lisp

Language: Excellent Good Fair Poor Foul Other: \_\_\_\_\_

Manner: Calm Angry Rational Irrational Coherent Incoherent Deliberate Emotional  
Righteous Laughing Intoxicated

Background Noises: Office Machines Factory Machines Trains Animals Music Quiet Voices  
Airplanes Street Traffic Party Atmosphere

Other: \_\_\_\_\_

**NOTIFY THE FOLLOWING PERSON(S):** \_\_\_\_\_

Do not panic and do not discuss the information you have received except with the above-named persons.

Person receiving the Bomb \_\_\_\_\_.

Threat: \_\_\_\_\_ number \_\_\_\_\_ at telephone

Caller ID returned the following

number: \_\_\_\_\_ Police contacted by: \_\_\_\_\_

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

Search was made for the bomb: Y N

Evacuation was conducted: Y N

## **FIRE/EXPLOSION**

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

### **FIRE DRILL PROCEDURES**

- NO advance notice of fire drills should be given to building occupants.
- All drills shall be conducted using the same procedures that would be followed in case of an actual fire.
- Fire drills should be conducted at different hours of the day.
- An appropriate number of staff members should know how to reset the fire alarm.
- Immediately after the alarm has sounded for the drill, call the Fire Department non-emergency number to advise that this is only a drill.
- Keep documentation for each drill and record notable events for future consideration/improvement.

### **POSTING OF EVACUATION ROUTES**

- A map, showing the primary and secondary evacuation routes shall be posted inside each room. The evacuation map shall have the office location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the direction of the exit from the room.
- The map shall be labeled “**EVACUATION PLAN**” in bold letters and prominently posted in hallways, offices, bathrooms, and lounges.

### **FIRE/EXPLOSION CHECKLIST**

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special-needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the **Staff Accountability Form** will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

## **EARTHQUAKE**

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

### **IF INDOORS**

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.

- Move away from windows and objects that could fall.
- Stay under the desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.
- Account for all staff using the Staff Accountability Report.

#### **IF OUTDOORS**

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to the assembly area and begin accounting for all staff.

#### **IN VEHICLE:**

- Stop vehicles in a safe location away from power lines, overpasses or buildings.
- Stay in the vehicle and establish radio contact with the School office.

#### **GENERAL GUIDELINES (AFTER THE QUAKE):**

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area.

#### **As we have been warned, we may be on our own for several hours or days.**

- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Refer all media inquiries to the PIO.
- In communication with the school sites, assess the overall situation, how long students and staff might be at school, how supplies might be distributed and sheltering of students and staff.

#### **SHOOTING/STABBINGS**

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

#### **IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING**

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).

- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

#### **WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE RESOURCE CENTER**

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus
- Call **911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means.
- Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. **DO NOT** allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Executive Director. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

#### **IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO**

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.

- Provide your name to the administrator, leadership team or receptionist who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - Is the suspect still on at the site and do you know the current location?
  - Where was the specific location of occurrence?
  - Are there wounded staff members? How many?
  - Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices other).
  - Describe sound and number of shots fired.

### **SCENE OF INCIDENT**

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.
- Law enforcement responding to the incident will coordinate activities at the scene of the incident and release the area to school officials when finished.

### **DEATH AND/OR SUICIDE**

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Guidelines to utilize in the event of a death are outlined below.

### **DEATH OCCURS AT SCHOOL**

- Call **911**. Identify your address and briefly outline the emergency and location
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director.
- Isolate other staff from the scene.
- If there is a death, do not move the body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area with yellow caution tape and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them.
- Assign staff to monitor witnesses.
- Consider the impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Executive Director must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact



- Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses. Following a death there may be:
  - Self-referrals
  - Parent referrals
  - Reports and concerns expressed by relatives or good friends
  - Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms.

## **HOSTAGE SITUATIONS**

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

### **IF THE OFFICE IS TAKEN HOSTAGE**

- Do not use words such as “hostage,” “captives,” or “negotiate.”
- Stay calm.
- No heroics, challenges or confrontation.
- Obey all commands.
- When safe, call **911**. Identify your work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation.
- If possible, assign another staff member to notify the direct report..
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation.
- The work site emergency team shall activate the Incident Command System and make needed assignments including staging a Command Post (CP) and appointing an Incident Commander (IC).
- If possible, the emergency team should provide law enforcement with a liaison from the work site. The liaison can assist in providing the name of IC, location of CP and obtaining maps, keys, radio and phone numbers, etc.
- Keep all radios, television sets, and computers turned off to minimize any possibility that the suspect can hear or see “NEWS REPORTS.”
- Make an effort to establish rapport with the suspect. Provide your first name. Find out his/her first name and use first names, including those of other staff members involved in the situation. If you do not know first names, refer to the hostages(s) as men, and women.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours.

### **TIME IS ON YOUR SIDE.**

- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended.

### **WHEN THE HOSTAGE LOCATION IS OTHER THAN AN OFFICE**

- Immediately call **911**. Identify your address and the situation, providing the exact location of the incident.

### **STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.**

- While on the phone with the **911** dispatcher report the following if known:
  - Number of suspect(s)
  - Names(s) of suspect(s) (if known)
  - Description of suspect(s):

- Male or Female
- Race
- Weight (Light; Lean; Heavy; Obese) stay away from using lbs.
- Height (short; medium; tall) avoid using feet/inches
- Hair
- Eyes
- Approximate age
- Description of clothing
- Anything special or unusual, like:
  - Scars
  - Tattoos
  - Burn marks
  - Birthmarks
  - Pierced body parts
  - Jewelry
- Exact location of suspect (building, room) and include North, South, East or West in your directions.
- Approximate number of staff in hostage area.
- Are weapons or explosive devices involved?
- Have any shots been fired? If yes, describe sound and number of shots fired.
- Are there reports of any injuries or emergency medical needs (medication)? Describe exact location and condition of victim(s).
- Are there any demands the suspect has made?
- Is there any other background information, past problems with suspect, demeanor, possible motive, or vendettas against staff or particular staff member?

If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side. Inform law enforcement exactly where the “Hostage Situation” is located and advise law enforcement what you consider to be the best “other side” entrance for law enforcement response.

- If possible, assign another staff member to notify the direct report.

#### **WHILE WAITING FOR LAW ENFORCEMENT**

- If you can safely communicate to other offices by phone, implement lockdown procedures
- For this situation, **DO NOT** set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- **DO NOT EVACUATE** until instructed or escorted by law enforcement.
- Complete Staff Accountability Report.

#### **ONCE LAW ENFORCEMENT ARRIVES**

- Law enforcement will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

#### **THE SITE EMERGENCY TEAM SHOULD MAKE PLANS TO**

- Establish their Command Posts and assignment of necessary personnel.
- Record all events.
- Account for all staff.
- Prepare for a possible off-site evacuation route and location.
- Establish a media staging area.
- Alert Crisis Response Team for possible counseling of staff.

## **HOSTILE VISITOR**

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

## **UNDERSTANDING NONVERBAL MESSAGES**

Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:

- Trembling
- Sweating
- A red face
- Crossed arms
- Clenched jaw or fists
- Shallow breathing
- Glaring or avoiding eye contact
- Pacing the floor
- Sneering
- Crying
- Ranting

## **SEND THE RIGHT NONVERBAL MESSAGES**

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet away from you.

Avoid doing any of the following:

- Glaring or staring at the visitor
- Threatening mannerisms such as clenched fists and a raised voice.
- Getting angry

Consider doing the following:

- Be courteous and confident
- Do not touch the individual
- Protect yourself at all times
- Find another staff member to join you or keep the meeting in an open area
- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

## **ATTEMPT TO 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.

## **WHAT TO DO:**

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitors. Identify buildings by letter (A, B, C, D, etc.) or number and use directions (North, South,

East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.

- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

### **CHEMICAL RELEASE/ HAZARDOUS MATERIAL SPILL**

A chemical release or hazardous material spill could affect one classroom, an entire worksite or larger area.

#### **HOW SHOULD THE SCHOOL OFFICE PREPARE?**

- The Emergency Management Teams should discuss and review plans to “Shelter in Place” or to “Evacuate the Area” using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

#### **HOW SHOULD THE SCHOOL RESPOND?**

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to “Shelter-In-Place” or to “Evacuate” the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at movement of trees or flag.
- If “Sheltering-In-Place” and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephones lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching an alternative evacuation area, take head count and report missing or ill staff to Incident Commander and/or law enforcement.

### **MEDICAL EMERGENCY**

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently.

### **SOME EMERGENCY PREVENTION/PREPAREDNESS GUIDELINES**

- Insist that all accidents be reported, even if no visible harm or injury occurred.
- Follow established procedures for issuing medication.

### **WHAT TO DO IF A MEDICAL EMERGENCY OCCURS**

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
  - Your address, building letter (A, B, C, D, etc.), room or floor number
  - Describe illness or type of injury
  - How the illness or type of injury occurred
  - Age of ill or injured staff member
  - Quickest way for ambulance to enter location on site
- Notify the Executive Director.
- Assign a staff member to meet and direct rescue services to the location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of the situation.
- Follow-up with a staff member's family.

### **GAS ODOR/LEAK**

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.

The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:

- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (see emergency contact list)
- Local Gas Company

### **GAS ODOR OR LEAK INSIDE A BUILDING**

- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to the Command Post.
- Assign a liaison to interact with the Fire Department, Gas Company or law enforcement.

## **IF GAS ODOR OR LEAK IS DETECTED OUTSIDE THE BUILDING**

It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

## **SHELTER-IN-PLACE PROCEDURES**

### **Why You Might Need to Shelter-In-Place**

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to “shelter-in-place”, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider pre cutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

## **EXTENDED POWER LOSS**

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment

- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
- Fire sprinkler system
- Standpipes
- Potable water lines
- Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

**Upon Restoration of heat and power:**

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

**GUIDELINES FOR SPEAKING TO THE MEDIA**

When speaking to the media about emergencies, it is extremely important to adhere to the following guidelines

1. **Executive Director READ** all press statements
2. **Re-state** the nature of the incident; its cause and time of origin
3. **Describe** the size and scope of the incident
4. **Report on** the *current* situation
5. **Speak about the resources** being utilized in response activities
6. **Reassure** the public that everything possible is being done
7. **DO NOT** release any names
8. **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
9. **Avoid speculation**; do not talk “off the record”
10. **Do not use** the phrase “no comment”
11. **Set up** press times for updates
12. **Control** media location

**\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE Date: MARCH 1, xxx  
Release #: 001 Time: 8:00 A.M.

**TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO SCHOOL OFFICES IN GENERIC COUNTY**

**FOR IMMEDIATE RELEASE**

**EXAMPLE.....**At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the NAME OF SCHOOL located at 1234 Anywhere Blvd. in Our Town, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the location have been damaged and an overpass on Hwy. 101 leading to the location has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the location as this will hamper rescue efforts.

Schools throughout the county are instructed to call in to the County Office of Education at **-(xxx) xxx-xxxx** - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area Public Information Hotline at **xxx-xxxx**.

Further details will be provided when available.

Next Scheduled Release: As needed ###



## **SECTION C: DISASTER PROCEDURES PART 2: BIOLOGICAL/CHEMICAL WEAPONS ASSAULT**

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack.

There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons.

Any possible biological/chemical weapons assault should be reported immediately to the Executive Director. The Executive Director should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom. If the agent is delivered via aircraft:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies

If the agent is delivered via dispersion device that is outdoors:

- All staff and students should be moved indoors.
- Keep students inside and take roll.
- Close and secure all doors and windows.
- Ensure that the HVAC is shut down.
- Cover vents with plastic or thick paper using tape to create a seal.
- Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- Immediately report any injuries or illnesses to the Executive Director, Executive Director's designee or officers of emergency response agencies.

If the agent is delivered via dispersion device that is indoors:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Roll should be taken.
- Remain in this area until notified to leave by the Executive Director, Executive Director's designee or officers of emergency response agencies.
- The HVAC system should be shut down.

If the agent is delivered via the school's HVAC system:

- All staff and students should be evacuated to the school's normal outdoor evacuation assembly area unless that area may be affected by the assault. Roll should be taken.

- Remain in this area until notified to leave by the Executive Director, Executive Director’s designee or officers of emergency response agencies.
- The HVAC system should be shut down.

In any situation involving biological or chemical weapons the Executive Director and staff must follow all instructions given by officers of emergency response agencies. The Charter School EOC will develop an action plan to handle telephone inquiries, rumor control, media relations, public information, employee/student crisis counseling, and facility damage assessment/control.

### **SECTION C: DISASTER PROCEDURES PART 3: BOMB THREAT PROCEDURE**

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 911.

#### **Receiving the Call**

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of the caller. Try if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

#### **Notification Procedures**

School Location communicate the above information to the following in this order:

1. School Executive Director/Administrator
2. Associate Executive Director
3. All other Directors

The Executive Director/Administrator will notify local law enforcement and the Buckeye School District office. The Executive Director will communicate the above information to notify local law enforcement. Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the facility.

#### **Action Plan Procedures**

If required to develop an action plan, the Executive Director/Administrator may consult with the following: Executive Directors and other administrators utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in a secure location.

The Executive Director will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the location.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

Reoccupation of an evacuated building will be authorized by the Executive Director only after consulting with law enforcement authorities.

### **SECTION C DISASTER PROCEDURES: PART 4: CHEMICAL OR HAZARDOUS MATERIAL INCIDENT**

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking “Shelter in Place”).

Notify **911** of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area which may be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

## **SECTION C DISASTER PROCEDURES: PART 5: EARTHQUAKE PROCEDURES**

### **Indoors**

#### **DUCK, COVER, AND HOLD**

Get under the desk or table. Move away from windows and objects that could fall. Stay under a desk or table until shaking stops.

### **Outdoors**

Move away from buildings, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

### **In School Bus**

Stop vehicles in a safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or School's E.O.C.

### **General**

- Be prepared for immediate aftershocks and ground motion
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires etc.)
- Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations. Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.
- Assist injured with First Aid treatment
- Do not evacuate buildings or vehicles unless you have a hazard-related reason to do so. Conduct a headcount to account for all personnel and students
- Establish communications with your supervisor, Executive Director or School EOC and follow emergency checklists and procedures.
- Assist any police or fire units that respond to your location.

## **SECTION C DISASTER PROCEDURES: PART 6: EXPLOSION, AIRCRAFT CRASH OR SIMILAR INCIDENT**

- If possible, Duck and Cover under a desk or table. Notify **911** of the explosion or crash
- Assist any injured requiring first aid treatment
- If necessary because of fire, building damage etc., evacuate building
- Assist any persons who would have physical problems evacuating the building.
- Go to an outdoor evacuation/assembly area which is hazard free and not affected by the explosion or crash.
- Keep fire lanes, streets and walkways open for emergency responders
- Stay in the assembly area and account for all personnel and students.
- Do not return to buildings until authorized by fire department or Executive Director Information is provided to students at times of state testing, ingress and egress, safety

## **SECTION C DISASTER PROCEDURES: PART 7: FIRE PROCEDURE**

- Call **911** to report a fire, stay one line and give specific information (name, address of school or

- facility, student's learn primarily at home, no school location).
- Utilize manual pull stations to activate building alarm systems and evacuate buildings when you hear an alarm.
  - In the event of a small fire, notify **911** and then use the nearest fire extinguisher to control the fire if you have been trained in their use.
  - Do not attempt to fight large fires, call **911** and evacuate buildings.
  - Assist students in building evacuation and proceed to outdoor school evacuation area or areas. When evacuating buildings walk, do not run.
  - Do not use elevators for building evacuation or in an emergency.
  - If heavy smoke is present, crawl or stay near the floor for breathable air.
  - Assist any individuals who would have physical problems evacuating the building. Stay in the designated assembly area and account for all personnel and students. Do not block fire lanes or areas used by the fire department
  - Do not re-enter the building until authorized by the fire department or the Executive Director.
  - If the fire is off site, wait for instructions from the Executive Director or Executive Director's designee.

### **SECTION C DISASTER PROCEDURES: PART 8: FLOOD PROCEDURE**

- If a flood warning is received by a school or location, notify the Charter School Executive Director immediately.
- If a major flood warning is received at the Charter School Office, the Charter School EOC should be activated.
- Based upon the specific threat, the Charter School EOC in conjunction with the Operational Area EOC and SEMS system will develop an action plan to protect personnel, students and facilities.
- Evacuation of specific schools, facilities or areas will be directed by the Charter School EOC in coordination with SEMS.

### **SECTION C DISASTER PROCEDURES: PART 9: LOCKDOWN/CIVIL UNREST PROCEDURES**

Any threatening disturbance should be reported immediately to the Executive Director/Administrator.

If the disturbance is affecting normal school or facility operations, the Executive Director/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom, Site staff must follow the instructions below:

#### **If you are inside:**

- Close and lock all doors and windows immediately upon notification of situation
- Keep all students inside and take roll
- If feasible, move all students to a center point and keep low to the ground.
- Stay away from all doors and windows.
- Never open the door or window to anyone
- Keep students inside the classroom, regardless of lunch or recess until you are told by the Executive Director or Executive Director's designee that the situation has been resolved.

#### **If you are outside:**

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to them.
- If shelter is not available, ensure students lie flat on the ground immediately.
- Children in restrooms should be instructed to stay there until directed to exit by the Executive Director or Executive Director's designee.

If the situation is violent and may include the use of firearms, the Executive Director or Executive Director's

designee should instruct all staff and students to lie face down on the floor and remain immobile.

The Executive Director and staff must follow all instructions given by responding law enforcement.

If the event is major, the Executive Director will activate the Charter School EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

## **SECTION C DISASTER PROCEDURES: PART 10: SEVERE WINDSTORM PROCEDURES**

- If a severe wind warning is received at school location, notify the Charter School Executive Director immediately.
- If a severe wind warning is received at the Charter School Office, the Charter School EOC should be activated.
- Based upon the specific threat, the Charter School EOC in conjunction with the Operational Area EOC or City EOC will develop an action plan to protect personnel, students and facilities.
- In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.
- Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.
- Avoid all areas that have large concentrations of electrical equipment or power cables.
- Evacuation of specific schools, facilities or areas will be directed by the Charter School EOC in coordination with SEMS.

## **SECTION C DISASTER PROCEDURES: PART 11: SUSPICIOUS MAIL/PACKAGES**

All incoming mail and packages should be handled with caution.

Below are Indicators of suspicious mail and steps to take in the event that suspicious mail is received. Mail that:

- is unexpected or from an unfamiliar source
- has excessive postage
- is addressed to someone who no longer works in the Charter School
- is addressed to a current employee but with the wrong title
- contains several misspelled words on the envelope
- marked with restrictive endorsements such as “Personal” or “Confidential”
- has no return address or an address that cannot be verified
- mail that is from a foreign country
- shows a city or state in the postmark that doesn’t match the return address
- is lopsided, oddly shaped, or has an unusual weight, given its size
- has protruding wires, strange odors or stains
- has powdery substance on the outside
- has an unusual amount of tape on it
- is ticking or making unusual sounds

Not all mail comes perfectly packaged or with accurate information on it, so it is important that employees handling mail remain sensible in the screening of mail. However, prudent scrutiny conducted in a reasonable manner can greatly reduce the school’s chances of becoming the victim of attack by mail.

What to do with suspicious mail (general response):

- Do not try to open the package or envelope.
- Do not sniff, taste or shake the package
- Isolate the package.
- Evacuate the immediate area; close the door.
- Contact your supervisor and call **911**.

Response to mail suspected of delivering biological/chemical agents in powder form:

- Do not open an envelope or package with powder on the outside.
- If powder is spilled from an envelope or package, do not try to clean up the powder.
- Cover the spilled contents immediately with anything (clothing, paper, trash can).
- Do not remove this cover.
- Leave the room and close the door or otherwise prevent access to the room.
- Wash your hands with soap and hot water.
- Ensure that everyone who has contact with the piece of mail washes his/her hands with soap and hot water.
- Notify your supervisor.
- Supervisor should immediately contact the local police (**911**) or the U.S. Postal Inspection Service (626-405-1200).
- Supervisor should notify the Charter School's Office.
- Remove heavily contaminated clothing as soon as possible and place inside a plastic bag or some other container that can be sealed. This clothing should be given to the responding emergency response units.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- Make a list of all the people who were in the room or area, especially those who had contact with the envelope or package. Provide this list to the emergency response teams investigating the incident.
- Investigators will remove the envelope or package and conduct a thorough check of the area for contamination.
- If you are prescribed medicine as a result of this exposure, take it until instructed or until it runs out.

NOTE: Contacting the U.S. Postal Service is less likely to create a media event than the local police but their response may be slower.

## **SECTION C: DISASTER PROCEDURES: PART 12: PUPILS GRADES 7 TO 12, SUFFERING OR REASONABLY BELIEVED TO BE SUFFERING OPIOID OVERDOSE**

### Recognizing Opioid Overdose

Opioid overdose is life-threatening and requires immediate emergency attention. Recognizing the signs of opioid overdose is essential to saving lives.

Call 911 immediately if a person exhibits ANY of the following symptoms:

- Their face is extremely pale and/or feels clammy to the touch
- Their body goes limp
- Their fingernails or lips have a purple or blue color
- They start vomiting or making gurgling noises
- They cannot be awakened or are unable to speak
- Their breathing or heartbeat slows or stops

Treating Opioid Overdose

If you suspect someone is experiencing an opioid overdose immediately consider the following actions to save their life:

- Call 911
- If the person has stopped breathing or if breathing is very weak, begin CPR (best performed by someone who has training)
- If available, treat the person with naloxone to reverse opioid overdose

Family members, caregivers, or the people who spend time with individuals using opioids need to know how to recognize the signs of an overdose and how to administer life-saving services until emergency medical help arrives. Individuals experiencing an opioid overdose will not be able to treat themselves. Naloxone is a medication approved by the Food and Drug Administration (FDA) to prevent opioid overdose. Check with your healthcare provider on how to obtain naloxone in your state.

### **SECTION C: DISASTER PROCEDURES: PART 13: ASSESS/RESPOND TO DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITY**

- At the onset of a situation, the following things need to happen as close together as possible. Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.
- Get students out of harm's way. When possible, get in touch with the appropriate school authority or person on the crisis management team to determine whether evacuation or lockdown is the appropriate response. Teachers should make decisions about lockdown or evacuation on their own only in life threatening situations, as specified in school comprehensive safety plan
- Call 9-1-1 or have someone call 9-1-1 in immediate life-threatening situations. Then alert school authorities or the crisis management team.
- .Have designated personnel (the central administration or the crisis director) decide about the appropriate level of involvement of the crisis management team.
- Remain with students until told by appropriate personnel what actions to take. Teachers and staff who are not with children should serve in designated roles and take assigned action.
- As appropriate, keep students informed about what is happening. Ensure that the same information is communicated to all students
- As soon as possible, take a head count to determine which students, staff, and teachers are accounted for and which ones are not.
- Communicate with school Crisis Team if any students, staff, and teachers are NOT accounted for
- Once law enforcement clears the scene, release students only if parent/guardian/caregiver are present.

### **SECTION D: SUSPENSION/EXPULSIONS POLICIES AND PROCEDURES - ED CODE 48915(D) PART 1: DEFINITIONS/DUE PROCESS/RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURE**

The Charter School includes rules and guidelines in the: Student/Parent Handbook. Given to all families upon enrollment.

### **Education Code section 48915(d)**

If a student has committed any of the following, the student will be recommended for expulsion if the act was committed at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This section does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This section applies to an act of possessing a firearm only if the possession is verified by an employee of the school. The act of possessing an imitation firearm, as defined in Education Code section 48900(m), is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension or expulsion may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code, commencing with section 11053.
- Committing or attempting to commit a sexual assault or sexual battery as defined in Education Code section 48900(n).
- Possession of an explosive.

If a student has been recommended for expulsion for any of the actions listed above, the student will be afforded the due process provided for all students facing expulsion from the Charter School, as identified in the Charter School's Suspension and Expulsion policy. If a student is expelled for committing any of the acts listed above, the Charter School shall refer the student back to the student's district of residence for continuation of that student's education. That school system may refer the pupil to a program of student that meets all of the following conditions: 1) is appropriately prepared to accommodate pupils who exhibit discipline problems; 2) is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school; 3) is not housed at the school site attended by the pupil at the time of suspension.

### **Education Code section 48900: Serious Acts that Would Lead to Suspension, Expulsion, or Mandatory Expulsion Recommendations in Accordance with the Charter School's Suspension and Expulsion Policies**

**Grounds for Suspension and Expulsion of Students:** The following reflect the serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations in accordance with the Charter School's Suspension and Expulsion Policy. Any suspension or expulsion of a student shall follow required due process as described in the Suspension and Expulsion Policy, as well as all other processes identified therein. A full copy of the Suspension and Expulsion Policy is available below.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **Enumerated Offenses:**

#### **Suspension or Expulsion may be recommended if a student:**

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and



Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property. Stole or attempted to steal school property or private property.
- Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (only students in grades 9-12, inclusive, may be suspended based upon this action. No student shall be expelled based upon this action).
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, or 289, or former Section 288a, or committed a sexual battery as defined in Penal Code Section 243.4.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school sanctioned events
- Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.

- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (cyber-bullying).
  - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act (cyber-bullying), and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - Causing a reasonable student to experience substantial interference with his or her academic performance.
    - Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the CharterSchool.
  - “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A message, text, sound, or image.
    - A post on a social network Internet Web site including, but not limited to:
      - Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

## **SECTION D: SUSPENSION/EXPULSIONS RULES AND PROCEDURES - ED CODE 47605**

### **PART 1: RULES AND PROCEDURES OF SCHOOL DISCIPLINE/PROCESS AND PROCEDURES**

**Suspension Procedure:** Suspensions shall be initiated according to the following procedures:

- Conference: Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or the Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or the Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with the Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If the Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay

- Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

**Authority to Expel:** A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are

certificated and either a teacher of the student or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**Expulsion Procedures:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the the Charter School to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

**SECTION D: SUSPENSION/EXPULSIONS POLICIES AND PROCEDURES - ED CODE  
48915 PART 1: DEFINITIONS/DUE PROCESS/RULES AND PROCEDURES OF SCHOOL  
DISCIPLINE/PROCESS AND PROCEDURE**

- The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

- At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the the Charter School

The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **Record of Hearing:**

- A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made

**Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

**Written Notice to Expel:** The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**Written Notice to Expel:** The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**Right to Appeal:** Per AB 1360, a student being expelled or suspended will be provided "oral or written notice of the charges against the student," "an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story," and/or the opportunity for "a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which

the student has the right to bring legal counsel or an advocate.” Moreover, for any non-voluntary removal, the student’s parent or guardian will be given written notice of intent to remove the student no less than 5 school days in advance, and the parent/guardian will be given the right to challenge the non-voluntary removal under the same procedures as an expulsion.

**Expelled Students/Alternative Education:** Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

**Rehabilitation Plans:** Students who are expelled from the the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the the Charter School for readmission.

**Readmission:** The decision to readmit a student or to admit a previously expelled student from another school district or the Charter School shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

## **SECTION E: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS - ED CODE 49079 PART 1: NOTIFYING TEACHERS OF DANGEROUS PUPILS**

When the Executive Director at the Charter School is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file.

When such a student is assigned to a teacher, the Executive Director shall provide the teacher with written notification. The teacher is asked to review the student’s separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education are presented below.

From California Education Code Section 49079

1. A school district shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions of Education Code sections 48900 (except for subdivision (h)), 48900.2, 48900.3, 48900.4 or 48900.7 that te pupil engaged in, or is reasonably suspected to have engaged in, those acts. The Charter School shall provide the information to the teacher based on any written records that the Charter School maintains in its ordinary course of business or receives from a law enforcement agency regarding a student described in this section.
2. No school district, officer or employee, shall be liable for providing information under this section unless it is proven that the information was false and the school, officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard

for its truth or falsity.

3. The information provided shall be from the previous three (3) school years.
4. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

From California Penal Code Section 243(e) – Paragraphs 5 and 6

1. ... “Injury” means any physical injury which requires professional medical treatment.
2. ...“Custodial Officer” means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

## **Employee Security**

### Notice Regarding Student Crimes and Offenses

The Executive Director or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written records or records received from a law enforcement agency.

(California Education Code 49079).

When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Executive Director or designee may so inform any teacher, counselor or administrator whom they believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Executive Director or designee shall consult with the Executive Director of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Executive Director or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Executive Director or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Executive Director or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Executive Director or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s teachers, special education teachers, coaches and counselors.

The teacher shall initial the student’s file when reviewing it in the school office. Once the Charter School has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher’s failure to review the file may be construed as a waiver of the Charter School's liability.

## **SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY PART 1: GENERAL INFORMATION**

The administration, teachers and staff at the Charter School actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Charter School and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.



the Charter School is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.

## **SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY PART 2: SEXUAL HARASSMENT – ALL PERSONNEL**

The Governing Board prohibits sexual harassment in the working environment of employees or applicants by any person in any form.

Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

Any employee or applicant for employment who feels that they or another individual at the Charter School is being sexually harassed should immediately contact his/her supervisor, Executive Director, other administrator, or the Executive Director or designee in order to obtain procedures for reporting a complaint.

Any supervisor who receives a harassment complaint shall notify the Executive Director or designee, who shall ensure that the complaint is appropriately investigated.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

### **Charter School - 4119.11, 4219.11, 4319.11 – Sexual Harassment**

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: Leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: Making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: Touching, assault, impeding or blocking movements

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in terms or condition of any individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment, or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. 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.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.

Any act of retaliation against an individual who reports a violation of the Charter School's sexual harassment policy or who participates in the investigation of a sexual harassment.

Each Executive Director and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes and/or discussing the Charter School's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitive treatment or any other form of sexual harassment.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events, or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is:

Director of Human Resources

[Email-hr@sequoiagrove.org](mailto:Email-hr@sequoiagrove.org)

Phone Number- (916) 957-5802

4305 South Meridian Road Meridian, CA 95957

P. O. Box 760 Orangevale, CA 95628

### **Notifications**

A copy of the Charter School's policy on Harassment in Employment shall:

1. Be available, accessible, and displayed in a prominent location in the School's digital manual.

2. Be provided to all staff members at the beginning of the first semester of the school year, or whenever a new employee is hired.
3. Appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of information sheets that contain, at a minimum, components on:

1. The illegality of sexual harassment.
2. The definition of sexual harassment under applicable state and federal law.
3. A description of sexual harassment with examples.
4. The school's complaint process is available to the employee.
5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
6. Direction on how to contact the Fair Employment and Housing Department and Commission.

## **SECTION F: DISCRIMINATION AND SEXUAL HARASSMENT POLICY**

### **PART 3: SEXUAL HARASSMENT – STUDENT**

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the Charter School.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the Charter School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the Executive Director or designee or to another school administrator.

Any student who feels that they are being harassed should immediately contact the Executive Director or designee or another school administrator in order to obtain a copy of the School's Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. 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 school

Other types of conduct which are prohibited in the Charter School and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Title IX provides for separate processes and procedures for sexual harassment and sexual assault when the type of conduct falls within the definitions of sexual harassment and sexual assault as provided in 34 C.F.R. § 106.30. In addition, the conduct must have taken place at school locations, events, or circumstances over which the School exercised substantial control over both the individual who has been accused of sexual harassment and/or assault and the context in which the sexual harassment occurs. For these types of complaints, the School will follow the Title IX policy processes and procedures, which may be found in the School's Title IX grievance policy. If the conduct does not fall within Title IX, this policy will be followed. There may be instances where the conduct falls within both policies and the School will follow both policies. The School's Title IX Coordinator is:

Director of Human Resources

[Email-hr@sequoiagroveschools.org](mailto:Email-hr@sequoiagroveschools.org)

Phone Number- (916) 957-5802

4305 South Meridian Road Meridian, CA 95957

P. O. Box 760 Orangevale, CA 95628

### **Notifications**

A copy of the Charter School's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be available, accessible, and displayed in a prominent location in the School's digital manual.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct.

### **Enforcement**

The Executive Director or designee shall take appropriate actions to reinforce the Charter School's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

**SECTION G: SCHOOL DRESS CODE, IF IT EXISTS. CA ED CODE: SECTIONS 35183  
PART 1: NON-CLASSROOM BASED PROGRAM DOES NOT HAVE A DRESS CODE,  
EXCEPT FOR [High School Dances](#).**

**SECTION H: SAFE INGRESS AND EGRESS PART 1: GENERAL INFORMATION**

The Charter School takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of the Charter School office, direct reports, faculty, Safety Committee, PTSA, and other organizations, including consultants, the Charter School has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. The Charter School encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

**SECTION I: BULLYING AND INTIMIDATION PART 1: ANTI-INTIMIDATION POLICY**

The Charter School's Board believes that all students have a right to a safe and healthy school environment. To that end, the Charter School, schools and community have an obligation to promote mutual respect, tolerance, and acceptance. The Charter School will not tolerate any act of intimidation including direct physical contact, gestures, comments, threats or actions, either written, verbal or physical, which cause, threaten to cause or are likely to cause bodily harm, social isolation, manipulation, or personal degradation on any campus, at any school activity whether on or off campus, while traveling to and from school or a school sponsored activity, or during the lunch period, whether on or off campus.

The consequences of these actions may include a broad range of disciplinary measures as appropriate; however, every effort will also be taken to provide or locate appropriate assistance for both the victim and the offender.

From the Charter School Administrative Regulation 5131 - Conduct

Bullying occurs when one or more students threaten, harass, or intimidate another student through words, or actions including continual direct physical contact such as hitting or shoving intentionally.

These incidents will be acted upon when they occur on the school grounds at any time, en route to and from school or a school-sponsored activity, during the lunch period whether on or off campus.

A "school-related" or "school-sponsored" activity is an activity that is approved by the Executive Director or his/her designee and supervised by assigned school personnel.

For the purpose of this administrative regulation, bullying is, but is not limited to, making unsolicited and unwelcome written, verbal, physical and/or threatening visual gestures or contact.

Written – intimidating/threatening letters, notes, or messages

Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets  
Visual – threatening gestures

Physical – hitting, slapping and/or pinching

Making reprisals, threats or reprisal, engaging in coercive behavior to negatively control, influence or affect the health and well-being of a student.

### **Initial Response and Reporting Expectations**

The school expects all employees, if they observe or become aware of an act of intimidation, to take immediate, appropriate steps to intervene.

If, in the opinion of the employee, the matter has not been resolved, then the situation shall be reported to an administrator for further investigation.

The Charter School encourages students, parents and other community members who observe or become aware of a serious act of intimidation to report this act to a school administrator for further investigation.

### **Investigation and Response**

Any incident, which may constitute an act of intimidation and is reported to the Executive Director, shall be thoroughly investigated by the direct report or designee. Consequences shall be commensurate with the results of the investigation. This may include, but is not limited to, counseling, parent conference, detention, involuntary transfer, a formal suspension and/or expulsion of the offender. The parent or guardian shall be contacted and may be asked to attend a conference with school officials.

If the parent or guardian does not attend the conference, the direct report shall send a letter informing the parent of the actions under consideration and notifying parent of all data pertinent to the action.

Depending on the severity of the incident, the administrator shall take appropriate steps to insure campus safety. This may include any or all of the following: Implement an immediate safety plan; isolate and supervise involved students; provide staff support for involved students as necessary; report incident to law enforcement if appropriate; notify the parents/guardians of both the offender and the victim and develop a supervision plan with parents.

If the act of intimidation is deemed to warrant a suspension, expulsion, or involuntary transfer to another school, then the matter will be processed in accordance with the board policies and [Enter Applicable Administrative Regulation] pertaining to the suspension/expulsion due process.

### **Assessment and Intervention**

An administrative contact will be made with the victim and offender prior to resuming regular schedule of classes. If deemed necessary, the administrator or designee may convene a multidisciplinary team to further assess and determine the need for ongoing support for the victim of the offender.

Depending upon the severity of the intimidation, an investigation may include a review of school records, identification of parent/family issues, and interview with students, parents, and school staff. A multi-disciplinary team consisting of school staff, counselor/psychologist, parent, student, and other agency personnel as appropriate, shall develop a behavior support plan.

The support plan may include any or all of the following: a case manager (special education staff), counseling services (site, and/or community resources), parenting skills classes, and other additional support services as deemed appropriate. The case manager will maintain a record of the services provided.

Each site will identify community resources to be used before, during and after incidents of intimidation.

### **School Follow-up**

The case manager has a responsibility to follow up and evaluate the behavior support plan. The case manager will compile a report to the direct report on the process, resources used, and the follow up procedure involving the victim and the offender.

A copy of the behavior plan and follow-up report will then be forwarded to the Coordinator of Pupil Services.

### **Retaliation Prohibited**

Retaliation against a student who reports or witnesses bullying is strictly prohibited and is ground for discipline.

### **Mandated Notification**

At the beginning of the school year, each student shall receive an age-appropriate summary of the board policy prohibiting intimidation.

An age-appropriate summary of the anti-intimidation board policy shall be part of new student orientation programs and included in student handbooks or informational packets.

A summary of the anti-intimidation board policy shall be included as part of the Charter School's annual notification of parents.

Each staff member shall be notified of the Charter School's anti-intimidation board policy.

The school's anti-intimidation board policy shall be included in each school's comprehensive school safety plan.

## **SECTION J: MENTAL HEALTH GUIDELINES PART 1: MENTAL HEALTH GUIDELINES**

### **Mental Health Guidelines**

The Charter School is committed to protecting the health and well-being of all Charter School students, including vulnerable youth populations, by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide and self-harming behavior.

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. The Charter School acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of the Charter School to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. Charter School knows that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop strategies for suicide prevention, intervention, and post-intervention, and the

identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel (certificated and classified) in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

The Executive Director/or designee shall develop and implement preventative strategies and intervention procedures that include prevention, staff development, developmentally - appropriate programs, intervention, assessment and referral, and parent/ student notification.

## **SECTION J: MENTAL HEALTH GUIDELINES**

### **PART 2: SUICIDE PREVENTION, INTERVENTION AND POSTVENTION PROTOCOL**

#### **Suicide Prevention, Intervention and Postvention Protocol**

The Executive Director or designee shall develop and implement preventive strategies and intervention procedures that include the following:

#### **Policy Implementation**

The Mental Health Team will be responsible for planning and coordinating implementation of these regulations for the school.

#### **Mental Health Team**

Malachi Briggs

Social Emotional School Counselor

[Malachi.briggs@sequoiagrove.org](mailto:Malachi.briggs@sequoiagrove.org)

Nicole Zagaroli

Program Specialist/School Psychologist

[Nicole.Zagaroli@sequoiagrove.org](mailto:Nicole.Zagaroli@sequoiagrove.org)

Ellen Wahhab School Psychologist

[Ellen.wahhab@sequoiagrove.org](mailto:Ellen.wahhab@sequoiagrove.org)

RoyShonda Childs School Psychologist

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Shana Westfall

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Kelli Franceschini

School Psychologist

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Jamie Watkins

Assistant Director of Student Support

[jamie.watkins@sequoiagrove.org](mailto:jamie.watkins@sequoiagrove.org)



Megan Nason  
Director of Student Support & Special Education  
[megan.nason@sequoiagrove.org](mailto:megan.nason@sequoiagrove.org)

The Mental Health Team will act as a point of contact for issues relating to suicide prevention and policy implementation. All staff members shall report students they believe to be at elevated risk for suicide to the school mental health/suicide prevention coordinator.

**Staff Professional Development:**

All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, LGBTQ students, students bereaved by suicide and those with medical conditions or certain types of disabilities.

**Youth Suicide Prevention Programming:**

Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the school's suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

**Publication and Distribution:**

The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

**Employee Qualifications and Scope of Services**

Employees must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, and other mental health team members that are employed by the Charter School.

**Parents, Guardians, and Caregivers Participation and Education**

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

### **Intervention, Assessment, Referral Staff**

When a student is identified by a staff person as having experienced:

- A catastrophic event happened which affects their attendance
- Natural Disaster i.e. fire, flood, earthquake, tornado, etc.
- A victim of a family crisis
- Domestic Violence
- Sexual Abuse
- Chronic Illness
- Loss (Death, divorce, relocation)
- Placement Change
- Juvenile Hall
- Residential Treatment Center
- Student is potentially suicidal (has attempted and/or commented about having suicidal thoughts or a plan to harm themselves or others)

1. The staff member will fill out a referral survey (Student in Crisis/Suicide Risk Survey).
2. The Mental Health Team will contact the reporting school staff, the student, and the parent or guardian and will complete the Student in Crisis or Suicide Risk Assessment. If the referral is for possible suicide or self-harm the school staff may recommend that the student is continuously supervised to ensure their safety.
3. The Mental Health Team will develop a Parent Support Plan with the family and will provide community-based resources and recommendations. When appropriate, this may include calling emergency services or bringing the student to the local hospital emergency department
4. The Director and Executive Director, will be alerted of the situation as soon as reasonably possible.

**Designated members of the Mental Health Team should conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student. This should be done by a team that includes a school-employed mental health professional.

**Caregiver notification is a vital part of suicide prevention.** The appropriate caregiver(s) must always be contacted when signs of suicidal thinking and behavior are observed. Typically, this is the student's parent(s); however, when child abuse is suspected protective services should be contacted. Even if a child is judged to be at low risk for suicidal behavior, schools may ask caregivers to sign a form to indicate that relevant information has been provided. Regardless, all caregiver notifications must be documented. Caregivers also provide critical information in determining level of risk. Whether a student is in imminent danger or not, it is strongly recommended that lethal means (i.e. guns, poisons, medications, and sharp objects) are removed or made inaccessible.

**Refer to community services if warranted.** Referral options to 24-hour community-based services should be identified in advance. It is best to obtain a release from the primary caregiver to facilitate the sharing of information between the school and community agency.

#### Risk Level I (Low):

Definition: Does not pose imminent danger to self; insufficient evidence for suicide potential.

Indicators: Passing thoughts of suicide; no plan; no previous attempts; no access to weapons or means; no recent losses; support system is in place; no alcohol/substance abuse; some depressed mood/affect; evidence of thoughts found in notebook, internet postings, drawings; sudden changes in personality/behavior (e.g., distracted, hopeless, academically disengaged).

### Risk Level II (Moderate)

Definition: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

Indicators: Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self-injurious behavior; recent trauma (e.g., loss, victimization)

### Risk Level III (High):

Definition: Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Indicators: Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one, traumatic event or bullying.

### **Risk Level Interventions and Follow-Up**

**DO NOT LEAVE THE STUDENT UNSUPERVISED**

#### RL I Action (Low):

**CONSULT WITH A MENTAL HEALTH PROFESSIONAL.**

1. Contact parent/guardian/caregiver and give resources when appropriate.
2. Implement Interventions I.E., Student no harm promise and Plan, identify support systems based on the student's county of residence.
3. Document student and parent contact and place in confidential file.
4. Contact CPS if suspected abuse.
5. Complete confidential Suicide assessment risk form.
6. Consider whether a student may have a disability and/or may need referral for additional services.
7. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

#### RL II Action (Moderate):

**CONSULT WITH A MENTAL HEALTH PROFESSIONAL.**

1. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
2. Suspected child abuse or neglect prior to contacting parent/guardian.
3. Document student and parent contact and place in confidential file.
4. Complete follow-up with student and parent when student returns.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether a student may have a disability and/or may need referral for additional services.
8. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

### RL III Action (High):

1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. Contact law enforcement. Law enforcement will determine if the parent will transport the student to a mental health evaluation center or police may arrange for transportation to the mental health evaluation center.
4. Complete confidential Suicide assessment risk form.
5. If police arrange for transport, notify the direct report.
6. Document all student and parent contact.
7. Consider whether a student may have a disability and/or may need referral for additional services.
8. Contact CPS if you suspect abuse.
9. Follow procedures for re-entry to School After a Suicide Attempt.
10. Document the event (including student/parent contact) in Pathways under the counseling tab (Special Programs/Accommodations > Counseling > Crisis) and upload all documentation (crisis/suicide assessment, CPS reports, etc.). A new Counseling Session needs to be created with the Crisis Domain needs to be selected.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.

### **Document all actions**

The Mental Health Team shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the student's cumulative records.

If the student transfers to a school within or outside the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

### **Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority. Listen actively and non-judgmental to the student. Let the student express his or her feelings.
- Acknowledge the feelings and do not argue with the student.
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.
- Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

### **Students**

Each school site and program within shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

### **Parental Notification and Involvement**

Each school within shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment teams.

### **Action Plan for In-Person Suicide Attempts**

Each school site and program within shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator and Mental Health Team.
- Call 911 and give them as much information about the situation as possible. If needed, provide medical first aid until a medical professional is available
- Parents/guardians/caregivers should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom. Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Promise privacy and help, and be respectful, but do not promise confidentiality.

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help follow procedures for re-entry to School After a Suicide Attempt.

### **Action Plan for Out-of-School Hours Suicide Attempts**

If a suicide attempt by a student is outside of school hours, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts

regarding the crisis are correct.

- Executive Director to handle media requests.
- Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

### **Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

If the student has been out of school for any length of time, including mental health hospitalization, the school direct report or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student's teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to students).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood as part of the student safety plan.

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

### **POSTVENTION**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/Executive Director in the event of a completed suicide:

#### **Gather pertinent information**

Confirm cause of death is the result of suicide, if this information is available. Identify staff members to be the point of contact with the family of the deceased.

Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

### **Assemble school crisis response team**

School crisis response team to determine initial response procedures and obtain consultation regarding the number of personnel needed for initial response. It is helpful to have the following information available for consultation:

- Demographic information
- Siblings (If any within)
- School Profile
- Known friends/groups
- Identification of additional high risk students

### **Staff notification**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

- Assess the extent and degree of psychological trauma and impact to the school community
- Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.
- Notification of staff is recommended as soon as possible (In person if possible).
- To dispel rumors, share accurate information and all known facts about the death.
- Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.
- Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

### **Student notification and support**

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

- Notification to students should be made by the Mental Health Team.
- To the extent possible, students should be notified in the same time period to minimize rumors.
- When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.
- Provide staff with a scripted notification of death for students and
- Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.
- Define triage procedures for students and staff who may need additional support in coping with the death. Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.
- Communicate office hours to provide crisis counseling to students, staff and parents, as needed.
- Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.
- Request substitute teachers, as needed.
- Maintain documentation on individual's services for follow up, as needed.
- Provide students, staff or parents/guardians/caretakers with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

- Persons with close connections to the deceased.

- Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).
- Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.
- Persons unable to control crying
- Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

### **Document**

School administration shall maintain records and documentation of actions taken at the school site.

### **Monitor and manage**

School administration with support from the school crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death; Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

## **SECTION K: CRIME ASSESSMENT PART 1: CRIME ASSESSMENT**

In compliance with SB 187 and SB 334, will compile statistics pertaining to school crime committed at our locations and at school-related functions. The school will complete a *California Safe Schools Assessment – School Crime Reporting Form* for each incident that occurs. Copies of these forms shall be inserted in the Appendix this plan. The school will also insert an annual breakdown of incidents, by month. Information obtained will assist the school and in developing programs to reduce the incidence of crime on campus.

## **SECTION L: COVID-19 REPORTING AB 685 PART 1: COVID-19 REPORTING REQUIREMENTS**

Refer to the [school's board policy regarding COVID-19](#).