

**Lighthouse Community  
Charter School  
Emergency  
Management Plan**

The Lighthouse Emergency Management Plan identifies the School's Emergency Planning, Organization, and Response Policies and Procedures. This plan addresses how the School will respond to any emergency, disaster or extraordinary event, from preparation to response and through short term recovery.

Public schools are required by law and designated to prepare and respond to emergencies much like a local government. Charter schools are exempt from many of the laws and legislation mandated for public schools, but in theory should abide in the same principles that govern public schools to provide for the safety and security of the students and staff of the charter school. Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). State law also requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (*California Education Code* § 35295 through § 35297; *California Code of Regulations* § 2400 - 2450). Although not mandated by the California Department of Education, it is recommended that Charter Schools comply with these same laws and regulations.

Lighthouse recognizes the importance of emergency preparedness for the safety of its students and staff and has based this Emergency Management Plan on the functions and principles of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), as well as the requirements of the California Education Code for preparedness and response. Both of the management systems are built upon the principles and concepts of the Incident Command System (ICS).

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**SECTION ONE**  
**ADMINISTRATION**

Lighthouse Community Charter School is responsible for emergency response operations and will commit all available resources to save lives, minimize injury to persons, minimize damage to property, and protect the environment. If properly implemented, this plan will reduce or prevent personal injuries and disaster related losses on the school campus. This plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

This plan will be made available to all school personnel and will be distributed to the Charter Management Organization (CMO), the authorizing school district, local law enforcement and fire service agencies. An overview of the plan will be explained and distributed to parents. As recommended by the California Department of Education, staff and students will participate in drills on a *regular basis* to train in their roles and responsibilities during any emergency. Annual planning, preparation, and training will be conducted for staff to learn and exercise the proper courses of action in an emergency. All staff members will be trained on this plan and its response procedures in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency. This plan cannot foresee all possible circumstances of an emergency and recognizes that staff will need to assess the circumstances of any emergency and make decisions based on the current situation.

This Emergency Management Plan is formatted into four sections; Administration, Concept of Operations, Emergency Response Procedures, and Appendices. Each section contains information that outlines the basic components of critical areas in emergency management.

- **Administrative Section** includes the legal requirements of emergency planning for schools and recovery planning.
- **Concept of Operations Section** outlines how the school will operate and respond during an emergency and includes Action Checklists for the ICS positions of the emergency organization.
- **Emergency Response Procedures** are checklists for response to specific hazards that could occur.
- **Appendices** contain supplemental emergency and supporting documentation.

As recommended by the California Department of Education, this plan will be reviewed and updated annually. Recommended changes to this plan should be approved by the Charter School principal. All approved changes shall be distributed to appropriate agency personnel. This plan will be reviewed and updated by March 1, as needed, of each school year.

Review/Change No.	Date Entered	Description of Change	By
	08/2018	Updated for new personnel	Arlene Aldrette
	09/2019	Updated for new personnel	Arlene Aldrette
	9/2020	Updated for new personnel	Arlene Aldrette
	3/2021	Update the following sections: addition of: Child Abuse Emergency Procedures, Dangerous Pupil Notifications, Gun-Free School Zone, SAFE INGRESS AND EGRESS PROCEDURES, Student Suspension and Expulsion Procedures, Sudden Cardiac arrest or other emergencies related to interscholastic athletic events and activities, Threat of Violence, Unlawful demonstration/walkout	Arlene Aldrette

Under normal circumstances, the Charter School principal would be in charge of making major decisions affecting the school. Immediately following an emergency or disaster the Principal may be displaced, incapacitated, or unavailable for other reasons, however, the school's responsibilities and functions must continue without interruption regardless of the availability of any individual. It is important to appoint a successor to key positions at the school in the event something would happen. The individual who is appointed as the successor shall have the same powers and authority of the person they are succeeding, and will serve until that person is again able to serve or is replaced permanently.

Primary Position	First Alternate	Second Alternate	Third Alternate
Operations Associate/ Director of Operations/CEO	Principals (K-8 > 9-12)	Assistant Principals (K-8> 9-12)	Dean of Students (K-8> 9-12)



The Lighthouse Community Charter School Emergency Management Plan has been reviewed and found to comply with SEMS and NIMS and the California Department of Education recommended requirements.

This plan shall be reviewed annually by the Director of Operations, Arlene Aldrette and updated to maintain current procedures.

Drills will be conducted periodically and at least once annually to test the overall effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Specifically, the School will conduct fire drills once per month in elementary and intermediate schools, and no less than twice per year in secondary schools.

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[A1] [A1] [A1] Please note that pursuant to California Title 5 Code of Regulations section 550 provides that fire drills should occur once a month for elementary and intermediate schools and no less than twice per year for secondary schools. As such, this section has been revised accordingly.

A copy of this plan will be distributed to:

- Oakland Unified School District: Sonali Murkara
- Oakland Police Department
- Oakland Fire Department

The following administrators have read this plan and understand its policies and procedures and concur with the roles and responsibilities that are outlined in this document:

Principals: \_\_\_\_\_  
*Signature* *Date*

Operations Associate: \_\_\_\_\_  
*Signature* *Date*

Dean of Students: \_\_\_\_\_  
*Signature* *Date*

Date Plan Adopted: \_\_\_\_\_

The following laws pertain to school safety and school disaster preparedness. Check with your Charter School's legal counsel for complete wording of applicable laws and regulations.

### **State Codes**

*Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997)* requires all schools to develop and implement comprehensive Safe School Plans.

*Education Code section 33031* requires school principals to formulate a disaster preparedness plan. Principals must test the plan during the school year.

*California Constitution, Article I, Section 28(c)* guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.

*Labor Code, Section 6400* mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.

*Title 8, California General Industry Safety Orders, Section 3203* requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.

### **The Field Act** (Garrison Act and Riley Act)

*The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147- Community Colleges)*, enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.

*The Private Schools Building Safety Act of 1986 (Education Code 39160)* requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.

*Title 24, California Code of Regulations* prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Nonstructural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

### **The Katz Act**

The "Katz Bill" (*Education Code 35295, 35296, 35297*) requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system" so that

pupils and staff will act instinctively and correctly when an earthquake disaster strikes. Specifically:

- 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 your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff—such as securing equipment and furniture.

### **Disaster Service Workers**

*Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees may be declared "Disaster Service Workers" and have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, or other Public District.

During a declared disaster, public school employees are required to serve as Disaster Service Workers and cannot leave their school site until formally released. Failure to do so could result in:

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

### **Post – Disaster Shelters**

Public schools are required by both federal statute and state regulation to be available for shelters following a disaster. It is recommended that Charter Schools contact their local American Red Cross (ARC) and local governments to develop plans and make arrangements in advance to assure that they are prepared.

### **The Petris Bill**

*California Government Code Section 8607* requires public schools to respond to disasters using the Standardized Emergency Management System (SEMS) by December 1996. SEMS includes

- 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
- Incorporation of SEMS into all school plans, training and drills
- Documentation of the use of SEMS during an actual emergency

**Homeland Security Presidential Directive 5 (HSPD-5)**

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 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 (**including REMS grants**), contracts and other activities by Fiscal Year 2005.

“All K-12 schools receiving Federal preparedness monies through the U.S. Department of Education (ED), the U.S. Department of Homeland Security (DHS), and/or the U.S. Department of Health and Human Services (HHS) are required to support the implementation of NIMS. Award recipients of ED's Readiness and Emergency Management for Schools (REMS) are required to implement, in conjunction with community partners, identified NIMS compliance activities”.

NIMS includes training requirements in the Incident Command System. All “key school personnel” are to complete ICS100, ICS200 and IS700.

School records are considered vital records and need to be protected. It is recommended that vital records be duplicated and kept off-site in the event something happens to the facility at Lighthouse. Director of Operations, Arlene Aldrette is responsible for the protection and preservation of vital records. Lighthouse stores hardcopies of records and files, regulations, and contracts in the Director of Operations office. Back-up data systems are stored at the Lighthouse Community Charter Public School home office at 433 Hegenberger Road, CA. 94621.

Lighthouse Community Charter Public School must ensure that disaster planning, response, and recovery takes into consideration the students and employees protected by the Americans With Disabilities Act. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff, students or visitors who need evacuation assistance, Lighthouse Community Charter School will make every effort in an emergency to deal with the needs of individuals with disabilities. In the initial hours of a disaster there may be a shortage of resources, and priorities will be on lifesaving operations,

not care & sheltering. It may therefore, take additional time to deal with the needs of individuals with disabilities.

**SECTION TWO**  
**CONCEPTS OF OPERATIONS**

There are four phases of emergency management described by the Department of Homeland Security, FEMA, the California Emergency Management Agency (CalEMA) and the U.S. Department of Education Office of Safe and Drug-Free Schools:

- **Phase I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- **Phase II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.
- **Phase III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- **Phase IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

### **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 features of ICS are common terminology and the division of response activities into five functional units that essentially eliminate the possibility of the duplication of efforts. ICS became the model for the state's standardized system.

### **Standardized Emergency Management System (SEMS)**

The SEMS was developed as a result of the lack of agency and multi-jurisdictional coordination during the East Bay Hills Fires in Oakland in 1991. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. The primary components of SEMS are the Incident Command System, Multi-Inter-Agency Coordination, the Master Mutual Aid System and Operational Areas. Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts (utility

companies, public schools, etc.) to receive State reimbursement of personnel and equipment response costs following a disaster.

### **National Incident Management System (NIMS)**

After the national tragedy on September 11, 2001, the NIMS was developed to address incidents of national significance. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language, organizational structure and procedures facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources. Federal funding for emergency preparedness, response, and recovery grants is attached to the use of NIMS.

### **Mutual Aid**

Public schools are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. Individual school participation in local government's emergency preparedness programs is essential to ensure that first responder services are delivered to schools in a timely and effective manner. In case of an emergency that is beyond the capabilities of the school to handle, it is recommended school personnel coordinate with local emergency response agencies. This may include having a member or members act as liaison with the responding agencies.

### **Unified Command**

The control of and response to campus emergencies is the sole responsibility of the school site emergency teams until professional first responders arrive. Once they are on scene, incident command transitions to a Unified Command, wherein representatives from each of the agencies present work together to coordinate resources and give direction. The school's Principal/Incident Commander will begin to work closely with the professional Incident Commander to plan and carry out response activities. Other school 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.

Emergencies are often described in terms of the following three levels:

**Level 1 – School Emergencies**

A situation in which the scope is limited to school settings and school-based personnel, and no outside assistance is needed.

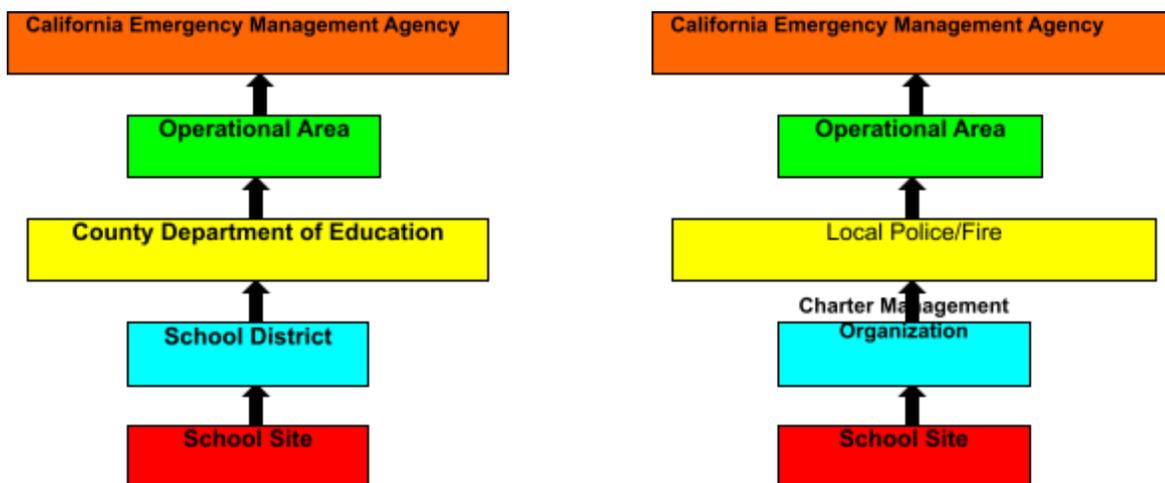
**Level 2 – City Emergencies**

A situation at the school where the scope of the emergency necessitates assistance from City emergency response agencies. These events require help from outside resources, but do not reach the scope and gravity of County emergencies requiring regional support.

**Level 3 – County Emergencies**

These include large-scale events where coordination of services from local and regional response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. Schools must be prepared to rely on their own resources until help arrives.

SEMS consists of five emergency management levels. The chart on the left depicts the emergency management reporting levels as they would reflect a typical public school, while the chart on the right shows the levels for a charter school. These levels are followed as the resource requirements are exhausted and expand over the course of the incident.



### Plan Activation

When an emergency situation occurs, school staff must quickly determine what initial response actions are required. This is done by identifying the type of emergency; identifying the level of emergency; and determining the immediate actions that are required. This plan will be activated under conditions where support and involvement from resources outside of the school are necessary to ensure the safety and security of the students and staff. A director, or designee, has the responsibility and authority to activate this emergency plan.

### Incident Command Post

The Incident Command Post (ICP) is a designated field location that the Incident Commander will use to oversee all of the incident operations and coordinate and direct the units involved in the emergency response. The ICP should be set up a safe distance from the emergency site and be identified with a sign, so that it is visible to staff and incoming emergency responders. If the Incident Commander activates the Management Section positions, those staff members will work alongside the Incident Commander from the ICP. The ICP location will be selected based on the type and size of the incident that has occurred.

### Emergency Operations Center

An EOC is typically used to coordinate large scale emergencies that will last for several days and will require assistance from outside emergency response agencies. An EOC is a facility used to be the central point of coordination, policy direction, organization and support for the emergency or disaster. The EOC's primary function

is to support the emergency response operations that are occurring at the scene of the emergency. Information gathered from individuals working at the incident will provide an overall view of what has occurred, what is taking place, and what needs to be done. The EOC is also where resource allocations can be prioritized, tracked and coordinated with the outside assisting agencies. Within the EOC, the overarching objectives for the emergency response should be developed to achieve the overall goals of life safety, and protection of property and the environment. The EOC location must have sufficient work space for the EOC responders to communicate with representatives from the field operations and coordinate the emergency incident.

**Note:** Typically not activated by a Charter School

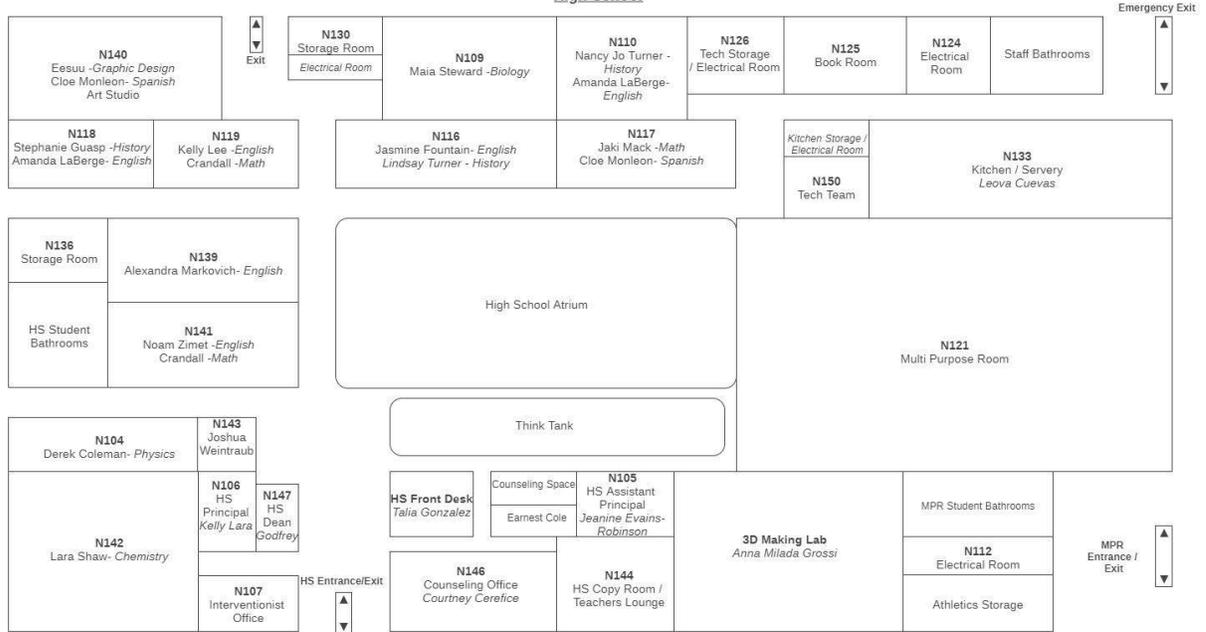
### **Situation and Assumptions**

The school is located at 444 Hegenberger Road, Oakland, 94621. The site consists of 1 building. There is an average daily attendance of 800 students and 130 faculty members on the site. In most instances, school staff and/or local fire and law enforcement agencies will handle most of the emergencies on site. During an emergency, centralized direction and control is the most effective approach to management of emergency operations. School administration and staff will coordinate with local emergency response agencies in the event they are called to respond to an emergency.

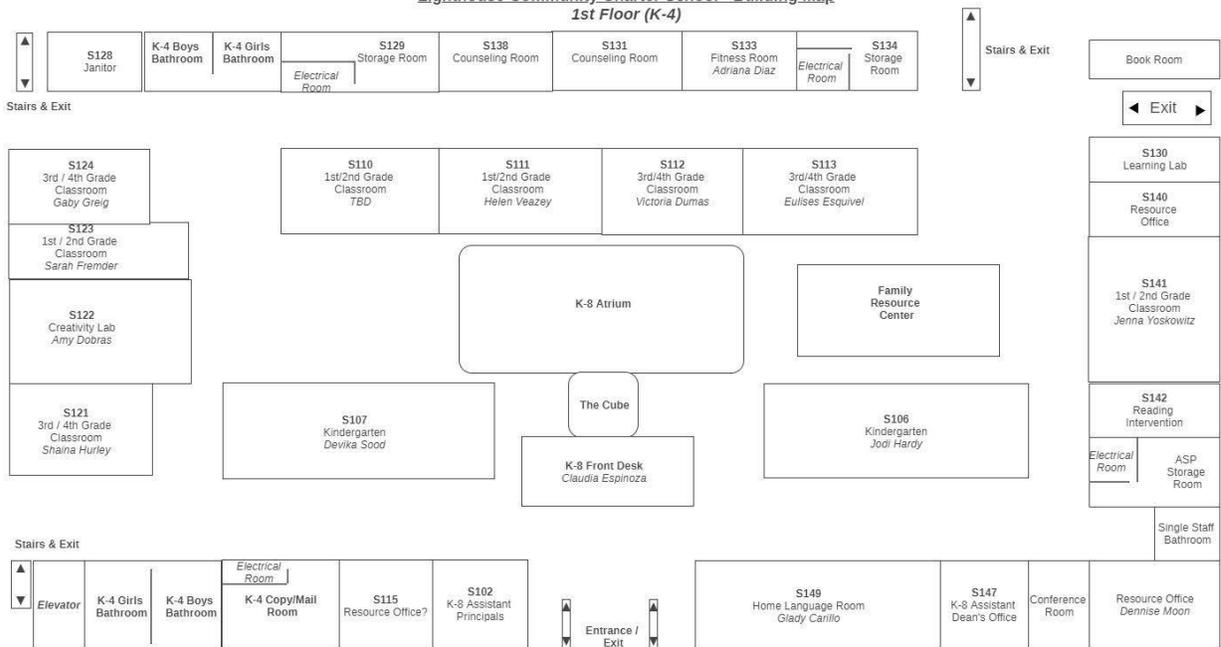
### **Communications**

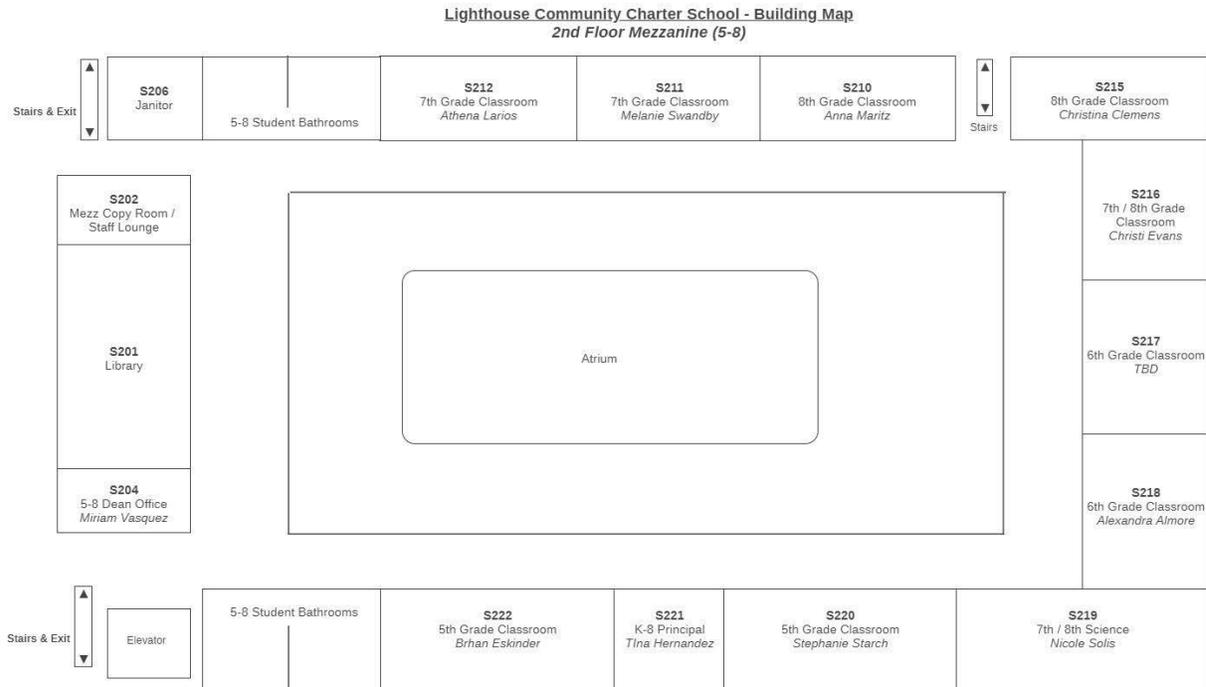
When an emergency condition exists, the Incident Commander will notify the pre-designated personnel to respond to their area of assignment, or make assignments as necessary. The methods of communication that will be used are Intercom, two-way radios, telephones, or runners. Notifications will be given in plain language. Code words shall not be used.

Lighthouse Community Charter School - Building Map  
High School



Lighthouse Community Charter School - Building Map  
1st Floor (K-4)





**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:  
(Primary and Alternate evacuation route maps shall be placed in each room)**

**NOTE:**

Develop a diagram of the entire school site and surrounding area and identify the locations and staging areas. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

**Include:**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
  - Gas
  - Water
  - Electricity
  - HVAC System
  - Telephone system
- Site assignments and Staging Areas
- HazMat storage areas
- Heat plants/boilers
- Room numbers
- Door locations



## EMERGENCY TELEPHONE NUMBER DIRECTORY

Local Law Enforcement (i.e. Oakland PD, Alameda S.D, etc.)	Oakland Police Department	510-777-3333
Fire/Paramedics (i.e. Oakland FD, Alameda Co., etc.)	Oakland Fire Department	510-238-3938
Local Hospital (1)	Highland Hospital	510-437-4865
Local Hospital (2)	Children's Hospital	510-428-3000
Electric Company	Pacific Gas & Electric Company	1-800-734-5000
Gas Company	Pacific Gas & Electric Company	1-800-734-5000
Water Company	East Bay MUD	1-866-403-2683
Animal Control/Shelter	Oakland SPCA	510-569-0702
<b>Position</b>	<b>Name</b>	<b>Cell</b>
<b>CEO</b>	Rich Harrison	303-472-6124
<b>Director of Operations</b>	Arlene Aldrette	510-499-3086
<b>Principals</b>	Tina Hernandez Kelly Lara	510-435-8607 925-353-3799
<b>Dean of Students</b>	Miriam Vasquez/ Geoffrey Godfrey	510-508-7574/ 510-756-7578
<b>Assistant Principals</b>	Anna Lima Kelly Norris	404-406-7692 408-605-7360
<b>Operations Associate</b>	Franklin Zuniga	510-200-4256
<b>Director of Student Services</b>	Erin Wesseldine	510-435-5091
<b>IT Team member</b>	Joette Harris	510-927-1175
<b>Front desk</b>	Brenda Laborio Liseth Aguilar	510-712-4261 510-258-2399
<b>After School Coordinator</b>	Aunnmarie Viceral	510-586-3883

Board President	Kimi Keen	TBD

## INCIDENT COMMAND SYSTEM FUNCTIONS

ICS is the standardized management tool for command, control, and coordination of the response to an emergency. ICS provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and protecting life, property, and the environment. ICS uses principles that have been proven to improve efficiency and effectiveness and applies those principles to emergency response for any type of situation.

Responding to emergencies, from a single victim accident to a large-scale disaster, often requires cooperation among several responding agencies. In an emergency, you and other personnel from your school may be called upon to help with the response. You may not be working in your day-to-day position. All emergency response agencies utilize ICS as the organizational structure for emergency response, so it is more efficient for your school to function in the ICS environment as well.

The five major components of ICS, Management, Operations, Planning/Intelligence, Logistics, and Finance/Administration, are the foundation upon which the ICS organization develops. ***These five components will be colorized through the remainder of this section.***

**Management:** Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by a Management Team which consists of a Public Information Officer, Safety Officer, and School Liaison.

**Operations:** Directs all tactical operations of an incident including implementation of response activities according to the emergency procedures including care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Planning/Intelligence:** Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. Also documents information about the emergency response and plans for recovery operations.

**Logistics:** Supports emergency operations by acquiring and providing needed personnel, equipment, facilities, resources and services required for the response including coordinating personnel; assembling and deploying volunteers; and facilitating communications among emergency responders.

**Finance/Administration:** Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Within the ICS, an emergency response organization consisting of these five components or *Sections* can be activated, depending on the needs established. These sections may be applied during a routine emergency, when preparing for a major non-emergency event, or when managing a response to a major disaster. In small-scale incidents, all of the components may be managed by one person, the Incident Commander. Large-scale incidents usually require that each component, or section, is set up separately. Each of the primary ICS sections may also be divided into smaller functions as needed and customized for the needs that occur in a school environment.

#### **The Management Section consists of the following functional components:**

**Incident Commander:** the person in charge at the incident and responsible for the overall response to the emergency. The IC may conduct all of the functions of the sections, or activate positions and units as the incident grows, and de-activate them as the incident stabilizes.

**Public Information Officer:** handles all media inquiries, writes press releases and coordinates the release of information to the media through the Incident Commander.

**Safety Officer:** monitors safety conditions and develops measures for ensuring the safety of all assigned staff.

**School Liaison:** is the on-scene contact for other agencies responding to the incident.

#### **The Operations Section consists of the following components:**

**Search and Rescue Unit:** conducts search of every room on campus for victims that are trapped or injured and evacuates them from the building to a triage or safe location.

**First Aid/Medical Unit:** establishes a medical triage area and provides/oversees care given to the injured.

**Fire Suppression/Hazmat Unit:** locates and extinguishes small fires as appropriate and evaluates the area for release of any chemicals.

**Damage Assessment Unit:** performs initial assessment of damage to buildings and structures looking for structural damage, and shuts down utility systems if necessary.

**Student Release/Reunion Unit:** manages the assembly area for students and ensures proper identification procedures to reunite students with parents or authorized persons.

**Assembly Area/Shelter Unit:** establishes and sets-up shelter facilities for staff and students required to stay at the site.

**Crisis Intervention Unit:** provides the immediate mental health assistance needed by staff and students, and assesses long-term mental health requirements.

#### **The Planning/Intelligence Section consists of the following components:**

**Situation/Resource Status Unit:** the collection, evaluation, dissemination, and use of information about the status of the incident and the resources assigned to it.

**Documentation Unit:** maintains a log of all emergency developments and response actions and other necessary documentation.

#### **The Logistics Section consists of the following components:**

**Supplies/Distribution Unit:** acquires and distributes the necessary resources, supplies, equipment and materials for the response to the emergency.

**Transportation Unit:** provides for the transportation of students and staff to evacuation sites and for trucks/vehicles to deliver equipment.

**Personnel Unit:** coordinates the assignment of staff and volunteers to fill positions as needed and requested by the Incident Commander.

**Facilities Unit:** designates facilities for the ICS organization as necessary and ensures that the accommodations fit the requirements of the function.

#### **The Finance/Administration Section consists of the following components:**

**Compensation/Claims Unit:** processes workers compensation claims and claims for damages related to the emergency response.

**Purchasing/Procurement Unit:** arranges for purchases of needed equipment, supplies and materials with vendors or pre-designated contractors.

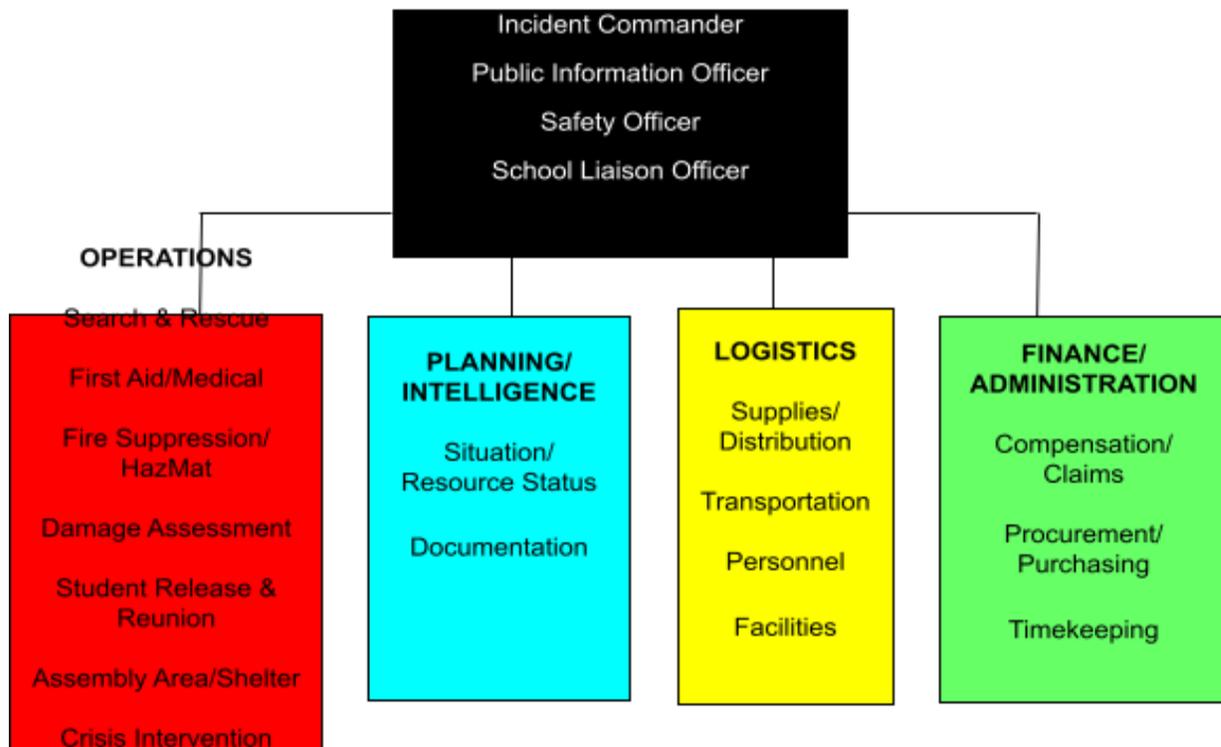
**Timekeeping Unit:** maintains a log of all and response actions, including financial expenditures, timekeeping, and other necessary documentation.

It is recommended that the school conduct a survey to assess the emergency response related skills, previous training and experience of the school staff to determine who may best work in the different ICS functional positions. Pre-assigning staff to the functional ICS roles will enable each staff member to prepare for the responsibilities they may have during the response to an actual emergency. The school should also evaluate the need for additional emergency response training for staff members. (See Appendix A – Employee Emergency Skills Survey)

<b>ICS Functional Positions</b>		
<b>Position/Unit</b>	<b>Staff Member</b>	<b>Alternate</b>
<b>MANAGEMENT SECTION</b>		
<b>Incident Commander</b>	Ops Assocaite	DoO and/or principals
<b>Public Information Officer</b>	CEO	CAO
<b>Safety Officer</b>	DoF	DoO
<b>School Liaison</b>	CEO	CAO
<b>OPERATIONS SECTION</b>		
<b>Search &amp; Rescue</b>	Dean of Students	
<b>First Aid/Medical</b>	Office Managers	
<b>Fire Suppression/Hazmat</b>	Dean 1	Dean 2
<b>Damage Assessment</b>	DoF	
<b>Student Release/Reunion</b>	Office Managers	
<b>Assembly Area/Shelter</b>	Lead Food Server	
<b>Crisis Intervention</b>	Director of Student Services and Lead Counselor	
<b>PLANNING/INTELLIGENCE SECTION</b>		
<b>Situation/Resource Status</b>	Office Managers	
<b>Documentation</b>	Office Managers	
<b>LOGISTICS SECTION</b>		
<b>Supplies/Distribution</b>	Office Managers	
<b>Transportation</b>	Ops Assocaite	

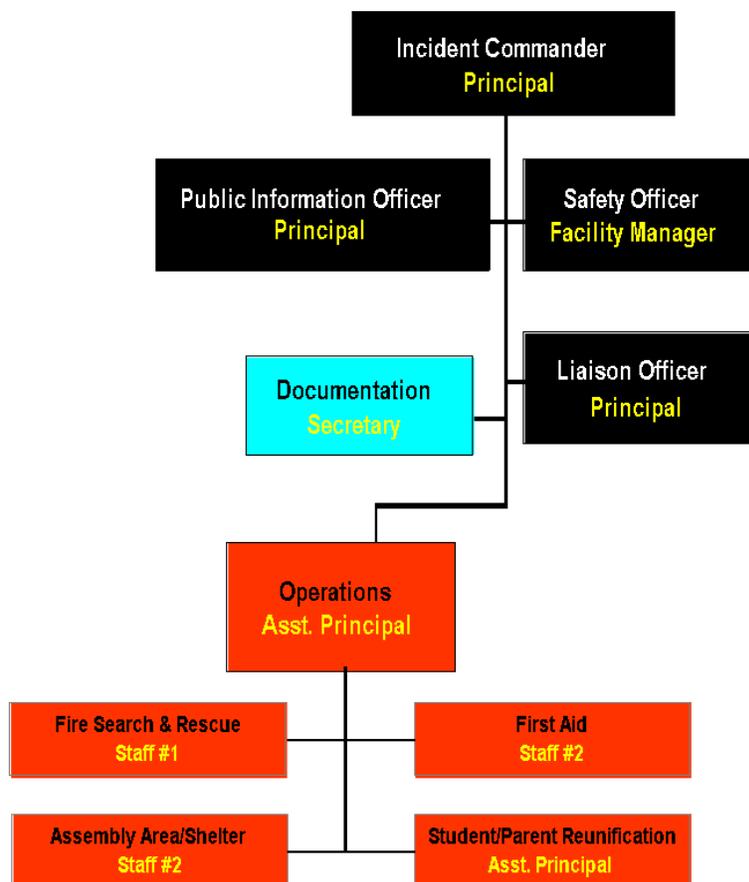
<b>Personnel</b>	Director of Talent	HR Manager
<b>Facilities</b>	DoO/Ops Assocaite	CEO
<b>FINANCE/ADMINISTRATION SECTION</b>		
<b>Compensation/Claims</b>	DoF	DoO
<b>Purchasing/Procurement</b>	Ops Assocaite	Billing department
<b>Timekeeping</b>	Ops Assocaite	Billing department

The following ICS organizational chart shows an ICS organization at a typical public school. Each one of the five sections has specific functions that typically occur or need to be conducted during the course of an emergency or disaster. Each functional position has a person or a team tasked with carrying out the responsibilities associated with the position. These positions and their affiliate Sections are outlined as follows:



Inevitably, at some point in an emergency or large scale disaster, most of these functions will need to be conducted. Within the ICS, you can expand the response organization on an as needed basis, activating a functional position when needed, and deactivating positions that are no longer necessary. Typically the school principal assumes the Incident Commander responsibilities and activates the other positions as needed. *Staff may be assigned to perform more than one role, depending on the number of school personnel available to respond.*

The following ICS chart shows what an ICS organization could look like at a typical charter school incident. Note that some staff members perform more than one role.



## INCIDENT ACTION CHECKLISTS FOR ICS

The following pages are Incident Action Checklists for each ICS position in the school emergency organization that may be activated at the time of an emergency. Staff members that have been pre-assigned a role in an emergency should familiarize themselves with the specific checklist for their pre-assigned position.

### **MANAGEMENT SECTION – INCIDENT COMMANDER**

#### **Primary Responsibilities**

- Overall management of the response to the incident
- Assess the severity of the incident
- Make notification to professional/outside emergency responders of the incident
- Establish the Incident Command Post
- Set up check-in procedures at the ICP
- Activate ICS organization positions as necessary
- Establish objectives for the incident action plan
- Ensure the safety of students, staff, volunteers and campus visitors
- Deactivate ICS positions as needed

#### **Start-up Actions**

- Put on personal safety equipment
- Read position description
- Assess nature and scope of emergency/disaster
- Determine level of threat to people and facilities
- Implement emergency/disaster plan appropriate to situation (see Appendix C)
- Meet with activated Management Staff and Unit Leaders
- Make sure you assign an alternate Incident Commander

#### **Operational Duties**

- Monitor overall response activities by staying in communication with assigned staff in ICS positions
- Work with assigned staff to write overall response objectives and revise as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Initiate Student Release when appropriate (*be sure Student Release Unit is set up*)
- Approve media releases for Public Information Officer (PIO) to release information to the appropriate agencies
- Supervise Section activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

#### **Deactivation**

- Terminate all response activities after determining the incident has been resolved

- Ensure that all pending actions will be completed after deactivation
- Initiate recovery operations
- Direct the return of all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit.
- Check-out at ICP and leave contact information in case you need to be reached

## **MANAGEMENT SECTION – PUBLIC INFORMATION OFFICER**

### **Primary Tasks**

- Liaison between the school, the media and the public
- Obtain information about the incident to write press releases
- Get press releases approved by the Incident Commander
- Deliver press releases to media and public

### **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders
- Designate a media reception area (*with Incident Commander approval*)
- Advise on-site media of time of first press release or press conference

### **Operational Duties**

- Keep updated on response activities
- Schedule regular press conferences, if appropriate
- Get approval of Incident Commander for all press releases/statements
- Remind staff/volunteers to refer all questions from parents or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Position Activity Log
- Arrange for the translation of announcements and response-related information
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the Incident Commander is aware of all media-related incidents
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Release PIO staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

### Guidelines for Speaking to the Media

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

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

(See Appendix M – Sample Informational Releases)

## MANAGEMENT SECTION – SAFETY OFFICER

### Primary Tasks

- Monitor all response operations to ensure the safety of staff, students and others on campus
- Stop any response activity that would create an unsafe situation or put anyone at risk

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Read position description
- Meet with Incident Commander, Management Staff and Unit Leaders

### Operational Duties

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor emergency response activities for safe practices
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities/operations
- Ensure that school response units are using appropriate safety equipment

- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Work with Maintenance/Fire/Site Security Team Leader to determine if buildings are safe to search
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- Release Safety staff and volunteers when directed by Incident Commander
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

## **MANAGEMENT SECTION – LIAISON OFFICER**

### **Primary Tasks**

- Meet with response agencies and organizations such as law enforcement, fire services, the American Red Cross, etc. on behalf of the Incident Commander
- Maintain the check-in log for all staff and volunteers responding to the incident

### **Start-Up Actions**

- If already initiated, take over check-in/check-out procedures. If not, implement these procedures
- Put on personal safety equipment
- Read position description
- Meet with the Incident Commander, Management Staff and Unit Leaders for initial briefing

### **Operational Duties**

- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Ensure the coordination of efforts by keeping the Incident Commander informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Supervise activities, schedule breaks and re-assign staff, as needed
- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Release Liaison staff and volunteers when directed by the Incident Commander
- Return all equipment and reusable supplies to Logistics

- ❑ Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Documentation Unit
- ❑ Complete Check-in/Check-out Log and provide to Documentation Team. Make sure to leave contact information in case you need to be reached (see Appendix D)

## OPERATIONS SECTION – SEARCH AND RESCUE UNIT LEADER

### Primary Responsibilities

- Conduct visual search of every classroom, office, storage area, auditorium, bathroom, outdoor area, etc. for trapped or injured victims
- Evacuate trapped or injured victims from their location to a safe place
- Cordon off buildings or locations that are unsafe to enter
- Mark buildings that have been searched with a sign or caution tape
- Ensure that Search and Rescue is conducted with a two-person team

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for briefing and assignments
- Gather and inspect all equipment and supplies
- Check flashlight and radio batteries; perform radio check
- Make sure you and your partner have school site maps

### Operational Duties

- Report all gas leaks, fires, and structural damage to the Utilities Unit.
- Inspect the exterior of each building for structural integrity *before* entering.
- Identify unsafe areas with caution tape (**DO NOT** enter unsafe buildings)
- Search **ONLY** structurally sound buildings
- Search assigned areas using established search protocols
- As searched rooms have been cleared, call in report to the IC (“Room B-2 is clear”)
- Perform emergency first aid on severely injured victims first
- Rescue lightly trapped victims afterward
- Transport injured victims to triage area *\*Remember to use proper lifting techniques to avoid back strain*
- Provide any medical treatment given for injured victims to Medical Unit
- Provide IC with regular updates on numbers and condition of victims (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage on your team map and relay information to the IC
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log (see Appendix N)

### Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and other documents and turn them over to the Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## OPERATIONS SECTION – FIRST AID/MEDICAL UNIT

### Primary Responsibilities

- Establish a medical triage area with CPR/first aid trained staff or volunteers
- Provide care and oversee status of injured people
- Request advanced medical care when necessary
- Provide personal protective equipment (latex gloves, bandages, etc.) when needed
- Document any and all care given to injured and pass information on to professional medical responders

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Gather all supplies and personal safety equipment and transport to site of medical triage area
- Set-up medical triage area away from public view. Area should be accessible to emergency vehicles
- Set-up morgue (*if needed and if long response time from Coroner*)
- Assess need to set-up intervention/counseling area with Crisis Intervention Unit

### Operational Duties

- Maintain accurate treatment records using the Medical Treatment Form
- Monitor/assess patients at regular intervals
- Report deaths immediately to IC (*by runner, NOT over the radio*)
- When transportation becomes available, facilitate patient evacuation and note status on Medical Treatment Form (*maintain original Medical Treatment Forms*) (see Appendix I)
- If injured student is transported off campus, send a copy of student emergency contact card with him/her (*request copies from Documentation Unit*)

### ***If sufficient staffing for Medical Team - Set Up Treatment Areas "Immediate" and "Delayed"***

- Have team members check-in at the ICP
- Assign one team member to do intake:
  - Greet injured student/staff, reassess and/or confirm triage category
  - Direct victim or transport of victim to appropriate treatment area.
- Assign one team member to conduct "head to toe" assessment
- Provide appropriate first aid
- Fill out Medical Treatment Form. If triage category changes, attach any previous tags to current tag
- Monitor condition of "delayed" victims and watch for any changes in condition
- Maintain Medical Treatment Forms for all victims

### Deactivation

- Oversee the closing of the first aid station
- Direct the proper disposal of hazardous waste
- Release Medical Team per direction of the IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## OPERATIONS SECTION - FIRE SUPPRESSION/HAZMAT UNIT

### Primary Responsibilities

- Locate and extinguish small fires as appropriate
- Shut off utilities that could be hazardous or fire danger and report to IC
- Evaluate areas for any release or potential release of chemicals
- Cordon off hazardous areas with caution tape
- Ensure Fire Suppression/Hazmat is conducted with a two-person team
- This position could be assigned in conjunction with the Damage Assessment/Utilities Unit

### Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Survey on-campus hazards and prioritize team response
- Work with Safety Officer to determine if buildings are safe to begin search and coordinate with Search and Rescue Unit
- Make sure you have a school site map

### Operational Duties

- Control and/or suppress small fires
- Check for gas leaks or any other potential hazard that could start a fire
- Determine building damage levels before entering and inform IC if buildings are not safe to enter for a search
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### Deactivation

- Release Team members per direction of IC

- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## OPERATIONS SECTION – DAMAGE ASSESSMENT/UTILITIES UNIT

### Primary Responsibilities

- Perform initial assessment of buildings and structures looking for structural damage
- Check gas meters, electrical outlets and wires, water pipes, filters, systems for damage
- Turn off utility if damaged and poses a hazard
- Cordon off the areas of hazard with caution tape
- This position could be assigned in conjunction with the Fire Suppression/Hazmat Unit

### Start-Up Actions

- Check-in at the ICP
- Put on personal safety equipment
- Attend a briefing with the IC
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- Utilize Damage Assessment Checklist (Appendix B) to survey buildings
- Survey on-campus hazards and prioritize team response
- Work with Damage Assessment Unit and Safety Officer to determine if buildings are safe to begin search
- Coordinate with Search and Rescue Unit and Fire Suppression/Utilities Unit
- Make sure you have a school site map

### Operational Duties

- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Secure on-campus water system
- Survey buildings for potential hazards and post warnings with signs and caution tape
- If possible, determine damage levels and inform IC if buildings are not safe to enter for a search
- Provide clear routes for campus access for emergency response vehicles
- Maintain security for campus and ensure facility is inaccessible to public
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### Deactivation

- Release staff and volunteers per direction of IC
- Ensure close-out of all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – STUDENT RELEASE/REUNION UNIT**

### **Primary Responsibilities**

- Account for students in the Assembly Area by conducting roll call
- Track missing students and staff
- Ensure proper identification procedures to reunite students with parent or authorized person for student release
- Supervise student Assembly Area
- Maintain accurate account of students

### **Start-Up Actions**

- Check-in at ICP
- Put on personal safety equipment
- Gather all equipment and supplies
- Attend a briefing with the IC
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (i.e., A-F, G-L, M-R, S-V, W-Z)
- Get Student Emergency Contact Cards from Documentation Unit

### **Operational Duties**

- Check with school secretary to account for staff absences, substitutes or visitors
- Determine if there are any staff/visitors unaccounted for and refer to Safety Officer
- Gather classroom rosters from teachers to account for all enrolled students

#### ***Request Gate Staff***

- Divide Student Emergency Cards that correspond with table signage
- Verify ID of adult requesting to pick up student (see Appendix F)
- Send runner to assembly area for requested student(s)
- Direct requestor to Release Gate to wait for their student(s)

#### ***Runners***

- Retrieve student(s) from Assembly Area Unit
- If student is absent, missing, or receiving first aid, direct parent/guardian to proper location, i.e., First Aid area, Crisis Intervention area, etc.
- Release student(s) to parent/authorized adult when directed by Release Gate Staff and return to Request Gate

#### ***Release Gate Staff***

- Match adult requester to student(s)

- Verify requester ID and have them countersign Student Request Form
- Release Student(s) (see Appendix G)
- Release Runner to return to Request Gate
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Close down tables and return all equipment and reusable supplies to Logistics.
- Make sure all confidential information (i.e., student emergency contact cards) is returned to Documentation Unit for secure storage
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out and leave contact information in case you need to be reached

## **OPERATIONS SECTION – ASSEMBLY AREA/SHELTER UNIT**

### **Primary Responsibilities**

- Lead students to temporary Assembly Area
- Oversee the care and needs of students in the Assembly Area
- Establish a shelter for students/staff required to stay at the school site
- Manage and staff the shelter in accordance with Shelter Procedures

### **Start-Up Actions**

- Check-in at ICP
- Attend a briefing with the IC
- Put on personal safety equipment
- Locate all needed supplies
- Assess available personnel, make appropriate assignments and provide a briefing
- If designated assembly/shelter site is destroyed or inaccessible, consult with IC to determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*:
  - Confirm that assembly area and routes to it are safe
  - Count/observe classroom evacuations (make sure all exit)

### **Operational Duties**

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Coordinate Student Release with Student Release Unit when directed by IC
- Administer *minor* first aid, as needed
- Supervise team activities, schedule breaks and re-assign staff, as needed

- Remember shift changes and establish a process for briefing incoming staff

### **Deactivation**

- Close shelter per direction of IC, release staff and volunteers
- Collect all logs, documentation and paperwork and provide to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Ensure that all team members have checked-out at the ICP
- Check-out at the ICP and leave contact information in case you need to be reached

## **OPERATIONS SECTION – CRISIS INTERVENTION UNIT**

### **Primary Responsibilities**

- Assess the immediate crisis intervention required by students and staff involved
- Consider the long-term mental health support needs of students and staff
- Provide counseling/crisis intervention by contracting with licensed provider

### **Start-Up Actions**

- Check-in at ICP
- Meet with IC for a briefing
- Put on personal safety equipment
- Establish a quiet location to conduct crisis intervention/counseling
- Gather all supplies and transport to intervention/counseling site

### **Operational Duties**

- Set-up campus intervention/counseling site
- Provide for and monitor well being of staff, students, and volunteers
- Maintain log of all assistance given and nature of that assistance
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Communicate need for outside assistance to IC
- Cooperate with outside agency crisis intervention teams
- When necessary, request student emergency contact cards from Documentation Unit

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached.

## PLANNING/INTELLIGENCE SECTION – SITUATION ANALYSIS

### Primary Responsibilities

- Collect, organize and analyze information about the emergency
- Provide current situation analysis by visual displays for IC and Management Staff
- Give periodic updates of the emergency situation to the IC

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with the IC for a briefing
- Gather all supplies and set up work area

### Operational Duties

- Record appropriate response-related information on site map (and keep it current)
- Facilitate the updating of the site map throughout the response
- Assess and analyze situation-relevant information
- Anticipate situations and potential problems and develop contingency plans
- Keep IC informed by relaying information gathered from field units
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### Deactivation

- Return all equipment and reusable supplies to Logistics
- Complete/close-out all logs, paperwork and documentation and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## PLANNING/INTELLIGENCE SECTION – DOCUMENTATION

### Primary Responsibilities

- Maintain a log of all emergency developments and response actions
- Keep Student Emergency Contact Cards for use at the Medical Unit and Student Release/Reunion Unit
- Assess the severity of the incident

### Start-Up Actions

- Check-in at ICP
- Put on personal safety equipment
- Meet with IC for a briefing
- Check communications equipment to monitor verbal communications orders
- Gather all supplies and set up work area

### **Operational Duties**

- Maintain Student Emergency Contact Cards, making copies for staff when necessary
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Dispatch runners to relay messages to Incident Commander, Management Staff, Unit Leaders, as needed
- Ensure all radio and verbal communications are recorded on Position Activity Log
- Refer all media requests to the PIO
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*

### **Deactivation**

- Collect all Student Emergency Contact Cards and secure them
- Close out all logs and pending messages, and turn over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – SUPPLIES AND DISTRIBUTION UNIT**

### **Primary Responsibilities**

- Acquire supplies, equipment and materials as requested and distribute
- Obtain necessary food, water, sanitary items for immediate use
- Request purchases of supplies as needed to the Purchasing Unit

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all necessary supplies and equipment

### **Operational Duties**

- Distribute supplies and equipment as requested
- Track all supplies, equipment, materials, sundry items that are distributed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Make requests for purchases of supplies as needed to the Purchasing Unit
- Stay in contact with IC

### **Deactivation**

- Receive and store all returned equipment and unused supplies

- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – TRANSPORTATION UNIT**

### **Primary Responsibilities**

- Procure transportation vehicles to evacuate students and staff
- Use trucks/vehicles to deliver equipment to and from campus
- Assist in providing traffic routes for emergency vehicles on and off campus

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment needed

### **Operational Duties**

- Provide for transportation needs as assigned by IC and various Unit Leaders
- Assess the need for and use of vehicles on campus
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Facilitate the return of vehicles to pre-incident locations
- Complete/close-out all logs and other paperwork and turn them over to Documentation Unit
- Return all equipment and reusable supplies to Logistics
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – PERSONNEL UNIT**

### **Primary Responsibilities**

- Track assigned staff to the emergency and re-assign when Unit is de-activated
- Assess skills of volunteers and assign people as requested by Units
- Assignments are based on a persons experience and training, not by their daily job assignment.

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment

- Gather necessary supplies and set up work station

### **Operational Duties**

- Survey skills and experience of staff/volunteers to make assignments to Units
- Track assigned staff and notify IC when staff is available for assignment
- Issue needed equipment and supplies to personnel being assigned
- Coordinate with the Timekeeping Unit for accurate records of personnel
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Stay in contact with IC

### **Deactivation**

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit
- Check-out at ICP and leave contact information in case you need to be reached

## **LOGISTICS SECTION – FACILITIES UNIT**

### **Primary Responsibilities**

- Assess and locate facilities that could be used during the emergency response
- Ensure the facility fits the accommodations necessary to conduct the operations
- Assess the severity of the incident

### **Start-Up Actions**

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather necessary supplies and equipment

### **Operational Duties**

- Assess facility for listed accommodations as needed
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Secure and restore facilities when no longer needed for the incident
- Stay in contact with IC

### **Deactivation**

- Receive and store all returned equipment and unused supplies
- Complete inventory of equipment and supplies and provide list of materials that need to be replaced
- Complete/close-out all logs and turn them over to Documentation Unit

- ❑ Check-out at ICP and leave contact information in case you need to be reached

## ADMINISTRATION/FINANCE SECTION – COMPENSATION/CLAIMS UNIT

### Primary Responsibilities

- Process workers compensation claims for injured employees
- Receive claims for damages related to the emergency response
- Maintain accurate records of all claims related to the emergency response

### Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as necessary

### Operational Duties

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Process purchase requests from Logistics Section Chief

### Deactivation

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

## ADMINISTRATION/FINANCE SECTION – PURCHASING/PROCUREMENT UNIT

### Primary Responsibilities

- Arrange for purchases of necessary equipment, supplies and materials
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all expenditures related to the incident

### Start-Up Actions

- Check-in at ICP
- Meet with the IC for a briefing
- Put on personal safety equipment
- Gather all supplies and equipment as needed

### Operational Duties

- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log
- Get approval from the IC for purchases requested

- Process purchase requests from Logistics
- Utilize pre-designated vendor contracts for purchases
- Seek vendors for materials or services that are not pre-designated
- Track all purchases and item requests

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Unit and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

## **ADMINISTRATION/FINANCE SECTION – TIMEKEEPING UNIT**

### **Primary Responsibilities**

- Maintain a log of all personnel hours working at the emergency
- Track all equipment hours related to the incident
- Set up a timekeeping system to ensure accurate records of the incident

### **Start-Up Actions**

- Check-in at ICP
- Meet with the Documentation Unit for a briefing
- Open Go-Kit and put on personal safety equipment
- Gather all supplies and equipment as needed

### **Operational Duties**

- Track staff and volunteer hours
- Track response-related purchases
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled on the Position Activity Log

### **Deactivation**

- Return all equipment and reusable supplies to Logistics
- Add Unit's completed logs, paperwork and other documentation to final information submitted from Documentation Team and turn them over to the IC
- Check-out at ICP and leave contact information in case you need to be reached

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus should be on students and the physical school site, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the school's assets are also crucial to the overall restoration of the educational process.

**Plan for recovery in the preparedness phase.** Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Seek out counseling services so as to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

Also, during the preparedness phase, local vendors who can assist in various recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

**Crisis Intervention Team.** Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help school personnel coordinate activities of the community service providers and see that procedures and intervention goals are followed.

**Return to the "business of learning" as quickly as possible.** Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

**Provide information on the incident to the appropriate person(s).** Follow the chain of command when providing information about an incident. All information is to be disseminated through the school PIO position. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school is providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of

communication into languages other than English depending on the composition of the communities feeding the affected school. Be sure to consider cultural difference when preparing these materials.

**Focus on the building, as well as people, during recovery.** Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

**Provide assessment of emotional needs of staff, students, families and responders.** Assess the emotional needs of all students and staff, and determine those who may need intervention by a counselor, social worker, psychologist or other mental health professional, if available. Arrange for appropriate interventions by school or community-based service providers. In addition, available public services could be pre-identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

**Provide stress management during class time.** Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt ("I could have taken some action to change the outcome of the crisis").

**Take as much time as needed for recovery.** An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

**Remember anniversaries of crises.** Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary.



- Assemble a Crisis Intervention Team as needed.
- Strive to return to learning as quickly as possible.
- Restore the physical school site, as well as the school community.
- Restore communications systems.
- Institute data recovery procedures.
- Make arrangements for alternative housing for classes and offices, if necessary.
- Monitor how staff are assessing students for emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.
- Complete all paperwork and reports for financial aid for disaster relief if available.
- Work with local or state emergency services professionals to maximize your cost-recovery efforts.

### **Government Assistance Programs**

The following are recovery programs typically available after a disaster. Not all programs may be applicable to Charter Schools or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant. *Consult with your Charter School's legal counsel for applicability.*

- **Local Emergency Proclamation Required**

**California Disaster Assistance Act (CDAA)** – The CDAA (Government Code § 8680-8692) authorizes the Director of the California Emergency Management Agency (CalEMA) to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **Governor's State of Emergency Proclamation Required**

**California Disaster Assistance Act (CDAA)** – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

- **Presidential Emergency Declaration Required**  
**Federal Emergency Management Agency Emergency Declaration** – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

**Note:** For disaster assistance, charter K-12 schools may first be required to make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to \$1.5 million), and then, if rejected by SBA or if there is damage above \$1.5 million, the school can apply to FEMA for additional assistance.

For more information contact the California Emergency Management Agency at ((916) 845-8100 or <http://www.calema.ca.gov> and FEMA at 800-621-FEMA or online at <http://www.fema.gov/assistance/register.shtm> for appropriate updated forms to use for disaster recovery documentation and requests.

The following Emergency Action Procedures are designed for staff to follow in the event they need to take immediate steps to protect students, themselves and others during an emergency occurrence. All staff members need to familiarize themselves with these procedures and all students must be trained in what to do when any of these common emergency actions are implemented.

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

- Earthquake or Explosion

#### **ANNOUNCEMENT:**

The following is an example announcement that would be made over the public address system and/or by teachers in the classrooms:

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

**STAFF AND STUDENT ACTIONS:****Inside**

- ❑ Prior to an Earthquake or Explosion, arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops. When quake is over, leave building if it is determined to be unsafe to remain inside. **Do not run.** Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

**Outside**

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DROP, COVER and HOLD ON (if anything is nearby to hold onto).**
- ❑ Upon the command **DROP, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops.

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

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

**ANNOUNCEMENT:**

1. Fire alarm (bell, horn signal, PA system, bullhorn, etc.).
2. Provided time is available, the following is an example of an announcement made over the public address system:

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

3. Use messengers with oral or written word to deliver additional instructions to teachers.

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

- ❑ The Evacuation Area should be a safe location on the school campus away from the building and where it wouldn't conflict with emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Evacuation Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce an "all clear" to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

#### **STAFF ACTIONS:**

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

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

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

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

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

##### **To alert individuals with hearing limitations**

- ❑ Turn lights on/off to gain person's attention -OR-

- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions.

#### **To evacuate individuals using crutches, canes or walkers**

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

#### **To evacuate individuals using wheelchairs**

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

**LOCKDOWN** is used to prevent intruders from entering occupied areas of the building, or when it is necessary to isolate students and school staff from danger on the school grounds or from within a building. During a Lockdown, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the classroom or safe area. A Lockdown is not normally preceded with any warning. Lockdown is considered appropriate for, but is not limited to, the following types of emergencies:

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

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

#### **ANNOUNCEMENT:**

1. The following is an example of an announcement that could be made in person or over the public address system:

Example:     **"Attention please. We have an emergency situation and need to implement LOCKDOWN procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

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

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

#### **STAFF ACTIONS:**

- ❑ Immediately lock doors and close any shades and/or blinds if it appears safe to do so
- ❑ Instruct students to move away from the windows and to get down on the floor.
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.

**SHELTER-IN-PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air. Shelter-in-place is considered appropriate for, but is not limited to, the following types of emergencies:

- Gas Leaks
- External Chemical Release
- Hazardous Material Spills
- Dirty Bombs

#### **ANNOUNCEMENT:**

1. The following is an example of an announcement that could be made in person or over the public address system:

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

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

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

**TEACHER and STAFF ACTIONS:**

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms:
  - a) Close and lock doors and windows
  - b) Seal gaps under doors and windows with wet towels or duct tape
  - c) Shut down the classroom HVAC system
  - d) Turn off local fans in the area
  - e) Seal vents with aluminum foil or plastic wrap
- ❑ Remain in the classroom or secured area until further instructions are provided by the principal or emergency responders

**STUDENT ACTIONS:**

- ❑ Proceed to the classroom, if it is safe to do so, or to a nearby classroom or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

# **EMERGENCY RESPONSE PROCEDURES**

<b><i>AIRCRAFT CRASH</i></b>		DATE     /     /	
<p><b>Emergency response will depend on the size of the aircraft, nature of the crash and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.</b></p>			
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Notify police and fire department (call 9-1-1).	
		Implement immediate Evacuation procedures to a safe location, on or off campus as necessary.	
		Account for all building occupants and determine extent of injuries, numbers injured, etc.	
		Initiate search and rescue of injured occupants from building and begin first aid treatment.	
		If the crash results in a fuel spill on school property, isolate contaminated victims (refer to HazMat checklist).	
		Consider activating Emergency Plan, ICS organization and Incident Command Post.	
		Secure area to prevent unauthorized access from the public, parents or media.	
		Do not allow re-entrance to any buildings until the authorities provide clearance to do so.	
		If directed by authorities to close school, implement student release procedures	
<b>x</b>	<b>TIME</b>	<b>STAFF ACTIONS</b>	<b>NOTES</b>
		Notify Principal.	
		Move students away from immediate vicinity of the crash.	
		Evacuate students from the building using primary and/or alternate routes to a safe assembly area away from the crash scene. Take class roster and emergency supplies.	
		Check school site to ensure that all students are in the evacuation area.	
		Take attendance at the evacuation area.	
		Report missing students to the principal and emergency response personnel.	
		Maintain control of the students a safe distance from the crash site.	
		Initiate first aid for any injured students or staff.	
		If given an all clear by authorities to return to the building, escort students back to the classroom.	
		If directed by authorities to close school, assist in student release procedures.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>

		Assist emergency responders with utility shut-off as needed.	
		Ensure emergency responders have access to buildings/rooms.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		Notify parents of situation and prognosis.	
		Consider activating mental health professionals as appropriate.	
		Consider notifying Charter Management Organization.	
<b>PRIORITY PROCEDURES</b>			<b>NOTES</b>
<b>AIRCRAFT CRASHES NEARBY THE SCHOOL</b>			(person contacted, call back phone numbers, etc.)
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Notify police and fire department (call 9-1-1).	
		Implement Shelter-in-Place as necessary.	
		Ensure that students and staff remain a safe distance from the crash site.	
		Authorities will secure area to prevent unauthorized access.	
		If directed by authorities to close school, implement student release procedures.	
<b>x</b>	<b>TIME</b>	<b>STAFF ACTIONS</b>	<b>NOTES</b>
		Notify principal.	
		Move students away from immediate vicinity of the crash.	
		Account for all students. If any students were away from class, ensure safe return to classroom.	
		Remain inside with students unless subsequent explosions or fire endangers the building.	
		If school closes, assist in student release procedures.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>
		Assist emergency responders with securing school as directed.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		Notify parents of situation and prognosis.	
		Consider notifying Charter Management Organization.	

<b><i>ASSAULT/FIGHTING</i></b>		DATE     /     /	
<b>Violence or threat of physical harm to students, staff, administrators or other persons <u>not</u> involving a dangerous weapon or firearm.</b>			
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Ensure safety of other students/staff by clearing halls, room, or immediate vicinity. Maintain safe distance from combatants.	
		Approach in a calm manner and direct combatants to stop fighting. Call 9-1-1 if necessary.	
		Separate combatants to a safe area, if possible.	
		Determine who has been injured, and the extent of injuries. Request medical help as needed.	
		If suspect has already left the scene, obtain suspect identification, description, location, direction of travel, vehicle description, etc.	
		Notify Law Enforcement Agency or School Resource Officer for follow up.	
		Preserve any evidence for law enforcement purposes.	
		Identify any witnesses to the assault or fight.	
		Conduct investigation and follow school discipline policies and administrative procedures.	
		Notify parents of any students that are involved in the incident.	
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, or criminal charges.	
		Debrief with school staff.	
<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		Immediately notify principal and call 9-1-1 if necessary.	
		Approach in a calm manner and direct combatants to stop fighting.	
		Escort combatants to the office, keeping them isolated from other students.	
		Assess extent of injuries, administer first aid and seek further medical support as needed.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		Assist principal or designee with notifying parents of victims.	
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	

<b><i>BOMB THREAT</i></b>		DATE     /     /	
<p><b>Receipt of an oral or written threat of a bomb or discovery of a suspicious device or note. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, <i>not emergency responders</i>, UNLESS a device is located.</b></p>			
<b>x</b>	<b>TIME</b>	<b>PERSON RECEIVING THREAT</b>	<b>NOTES</b>
		Record exactly what the caller says using the following questions	
		Ask the caller: Time bomb set to denote? _____ Where it's located? _____ Is it visible or hidden? _____ What it looks like? _____ Type of bomb? _____ Why placed at school or on grounds? _____ How it got on campus? _____	
		Note caller accent, age, sex, noise, mental state, etc.	
		If available, write down caller's <i>Caller ID</i> number	
		Notify the principal as soon as possible	
		If threat is a written note, place in envelope to preserve any fingerprints. Avoid handling the written note if possible.	
		If written on door, wall, etc. cordon off area for evidence.	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement immediately.	
		Prepare to provide information for police report.	
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		<b><i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i></b>	
		Contact police department and give information for assessment.	
		Determine, with assistance of law enforcement, if bomb threat is credible.	
		Decide whether or not to evacuate the building. If evacuating, establish the evacuation area a safe distance from the buildings. Check evacuation site for anything suspicious prior to evacuating.	
		Have staff check their immediate area for suspicious packages or devices. Report findings to principal or emergency responders.	

		Consider implementing Emergency Plan, ICS organization and Incident Command Post.	
		Ensure accountability of all students and staff.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>
		Check buildings and grounds for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report findings to principal or police.	
<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		Check your immediate area for any suspicious devices, abandoned backpacks, boxes, etc. that do not belong to anyone or seem out of place. Report to principal or police.	
		<b><i>Restrict use cell phones, radios or fire alarm system because of risk of activating a device.</i></b>	
		If suspicious device or package is found, DO NOT TOUCH ITEM, and clear immediate area. Notify law enforcement and the principal immediately.	
		If directed, evacuate students to safe distance away from buildings. Bring class roster and emergency supplies.	
		Take attendance in evacuation area and immediately report missing students.	
		Be prepared to treat injuries that may arise.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		If the situation warrants, prepare a written statement for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed.	
		Prepare press release for media. When communicating with the media, always coordinate with emergency response agency for clear, consistent message.	
		Consider notifying Charter Management Organization.	

<b><i>EARTHQUAKE</i></b>		DATE     /     /	
<p><b>Earthquakes strike without warning. The effect of an earthquake varies depending on the size, duration, and location of the quake. Damage within a building depends on the type of design, architecture and structure of the building. It is imperative to quickly move away from windows, free-standing partitions and shelves and Drop, Cover under and Hold on to a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.</b></p>			
x	TIME	PRINCIPAL	NOTES
		After shaking stops, initiate assessment of potential damage.	
		If earthquake is significant with signs of damage, immediately implement evacuation procedures prior to assessing buildings for damage. If upstairs, do not use elevators and inspect stairways prior to use.	
		If earthquake is mild or moderate, direct staff to inspect and assess their classrooms. Direct custodian/maintenance staff to inspect and assess utilities, outside of buildings, and school grounds.	
		Receive reports of any building damage and any students or staff unaccounted for. Send search and rescue team to look for missing or trapped students and staff.	
		If evacuation is necessary, make determination to temporarily close school until building can be inspected. If building is deemed to be safe, give an all clear to staff and resume class.	
		If evacuated, do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.	
		Determine whether to close school. If school must be closed, notify staff members, students and parents.	
		Notify Charter Management Organization of school status and personnel status.	
x	TIME	STAFF	NOTES
		Give <b>DROP, COVER and HOLD ON</b> command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.	
		Check for any injured students and render First Aid.	
		Make a visual check of classroom for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and report findings to principal.	
		If classroom or building is heavily damaged, initiate immediate evacuation. Be aware of overhead wires that may fall. Bring attendance roster and emergency supplies.	

		Check attendance at the evacuation area. Report any missing students.	
		Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines or damaged buildings.	
		Stay alert for aftershocks. Implement Duck, Cover and Hold On procedures for all aftershocks.	
		Do NOT re-enter building until it is determined to be safe.	
		Follow instructions of principal.	
<b>PRIORITY PROCEDURES</b>			<b>NOTES</b>
<b>OUTSIDE BUILDING</b>			(person contacted, call back phone numbers, etc.)
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL OR STAFF</b>	<b>NOTES</b>
		Direct students to move away from buildings, trees, overhead wires and poles. If possible, Drop, Cover under and Hold On to a sturdy table or bench until shaking stops. If out in open, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.	
		After shaking stops, check for anyone injured, render first aid.	
		Keep students a safe distance from any downed power lines or damaged buildings.	
		Account for all students and staff. Send search and rescue team to look for missing and possibly trapped students/staff.	
		Make a visual check of buildings for any damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., before entering the building.	
		Do not re-enter buildings that have visual damage.	
		Consider implementing student release procedures and temporary closure of school until inspection of buildings can be performed.	
<b>DURING NON-SCHOOL HOURS</b>			
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		Notify fire department and utility company of suspected breaks in utility lines or pipes.	
		Notify Charter Management Organization, if applicable.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify public information media as appropriate.	

<b><i>FIRE / EXPLOSION</i></b>		DATE / /	
<b>Open flames, smoke, or excessive heat radiating from an adjoining wall, ceiling, or floor or a sudden loud noise and release of energy from expanding gas or mixture of chemicals causing anything to shatter into pieces.</b>			
		Pull the fire alarm and call 9-1-1.	
		Evacuate the area/building and use fire extinguisher if appropriate.	
		Check for any injured victims and assist them in evacuating.	
		Notify the principal of location and actions taken.	
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Pull fire alarm and call 9-1-1.	
		Implement Evacuation procedures.	
		If explosion occurred, make a visual check of buildings for damage; structural damage or cracks in walls, broken windows, fallen lights or ceiling tiles, etc., and hazardous materials.	
		Ensure accountability of all students and staff.	
		Gather information from staff regarding location of fire.	
		Meet with Fire Department to pass on information regarding accountability of staff and students, location of fire.	
		Determine with Fire personnel if building is safe for use.	
		Signal "all clear" when safe to re-enter school building.	
		If building unsafe for use, implement student release procedures.	
<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		Evacuate students to assembly area and take emergency supplies.	
		Check attendance to ensure all students have evacuated. Report any missing students/staff to principal.	
		Report any suspicious information about the fire to the principal, i.e. arson related.	
		If directed, assist in student release procedures.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>
		If SAFE, go to alarm panel to determine the location of the fire.	
		Communicate location of fire to principal.	
		Stay with principal to assist Fire Department with access to school and building layout.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS - AS ASSIGNED</b>	<b>NOTES</b>
		Confer with Building Owner if damage is apparent to determine the advisability of closing the school.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as	

	portable classrooms (if damage is significant and school closing will be of some duration).	
	Notify Charter Management Organization, if applicable.	

<b><i>FLOOD</i></b>	DATE     /     /
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**Flooding could occur from severe storm activity or as a result of damage to water distribution systems such as failure of a dam or levee. Both types of flooding should be preceded with an alert message broadcast over the weather radio station.**

x	TIME	PRINCIPAL	NOTES
		Determine if off-site evacuation is required. Establish time period for evacuation and determine resource needs; location, method of transportation, etc.	
		Notify local police department of intent to Evacuate, the location of the safe evacuation site and the route to be taken to that site.	
		Ensure accountability of all students and staff.	
		Attempt to notify parents of need to evacuate and location for student reunion and release.	
		Post a notice on the office door stating where the school has relocated.	
		Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.	
x	TIME	STAFF	NOTES
		As directed, assist in Evacuation procedures. Take the class roster and emergency supplies.	
		Remain with students throughout the evacuation process.	
		Upon arrival at the safe site, take attendance. Report any missing students to principal and emergency response personnel.	
		Do not return to school building until it has been inspected and determined safe by property authorities.	
x	TIME	POST INCIDENT ACTIONS – AS ASSIGNED	NOTES
		Determine if building has been damaged by flooding and unable to serve as school site. Confer with building owner.	
		If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms (if damage is significant and school closing will be of some duration).	
		Notify Charter Management Organization, if applicable.	

<b><i>HAZARDOUS MATERIALS (HazMat)</i></b>		DATE     /     /
<p>An uncontrolled release of a hazardous material, liquid, or vapor that could cause harm or death to humans or damage the environment. The nature and proximity of the incident to the school will determine which emergency action should be implemented.</p>		
	Person observing the hazardous material spill should immediately notify the Principal/Teacher/Staff.	
	Avoid being contaminated by staying uphill and upwind.	
	Warn others in the immediate area of the hazmat spill.	
<b>x</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
	Call, or ensure someone has called 9-1-1.	
	If there is a threat of airborne toxicity, shut-off ventilation system in affected area.	
	Initiate Shelter-in-Place or Evacuation procedures depending on the circumstances. (If spill is outside or inside the buildings)	
	Isolate anyone who is contaminated with the substance until public safety personnel carry out decontamination procedures.	
	Gather information from staff regarding location of spill, extent and, if possible, the name of the substance that has spilled.	
	Wait for instructions from Fire Department or professional emergency responders.	
	If evacuated, do not allow the return of students until public safety officials declare the area safe.	
	If applicable, notify Charter Management Organization.	
	Ensure all injured students/staff receive medical treatment.	
<b>x</b>	<b>STAFF</b>	<b>NOTES</b>
	Implement Shelter-in-Place or Evacuation procedures.	
	Ensure accountability of all students.	
	Report any missing students to the office.	
	If evacuation has been ordered, take class roster and emergency supplies before leaving the classroom.	
	Wait until all clear has been given to return to classroom or end the Shelter-in-Place procedures.	

		Prepare to relocate students to secondary evacuation site if ordered.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>
		Determine location of spill, extent and, if possible, the name of the substance that has spilled and report to principal.	
		Assist Principal or Fire Department with access to school.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		Ensure parents are notified of incident.	
		Coordinate information with the Fire Department to release information to the press/media.	

<b><i>INTRUDER</i></b>	<b>DATE</b> /    /
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**An unauthorized person in a school building or on school property. There is always the potential that an intruder may possess a weapon or become violent. When interacting with a stranger at school, use the “I CAN” rule; Intercept - Contact - Ask - Notify**

		Politely greet subject and identify yourself. Ask subject the purpose of his or her visit, and if possible, attempt to identify the individual and vehicle.	
		Consider asking another staff person to accompany you before approaching subject.	
		Inform subject that all visitors must register at the reception area and escort the subject to the reception area.	
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Ask intruder to leave if no legitimate reason is found for his or her presence in the school and he/she is not cooperating.	
		Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified. Call police if intruder remains uncooperative.	
		Secure the buildings if intruder is outside of school.	
		Implement Lockdown procedures if intruder is inside the school.	
		If possible, observe actions of intruder and try to determine if they are in possession of a weapon.	
		Obtain a description of the intruder and give to police.	
		Back away from subject if he/she indicates a potential for violence.	
		Assist police as necessary.	
		When given all clear, resume normal school operations.	
<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		As directed, implement Lockdown procedures. Ensure all students are in classroom.	
		Attempt to observe intruder and take note of behavior.	

	Ask students and visitors to remain quiet in designated secured area, away from window, and doors, and with all lights turned off.	
	Take attendance and immediately report missing students	
	Remain in Lockdown until an all clear is given or evacuate if the principal, designee or law enforcement gives the evacuation order.	

<b>WEAPONS</b>	DATE     /     /
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**A dangerous or deadly weapon as defined by state and federal law includes, but is not limited to a gun, knife, metal knuckles, straight razor, noxious or irritating or poisonous gas, poison, other items used with the intent to harm, threaten or harass students, staff, parents or school visitors**

	Call 9-1-1.	
	Stay calm and avoid confrontation if possible.	
	Obtain good description of individual and the type of weapon he/she has.	
	Notify the principal or designee as soon as possible.	
	Take safety measures to protect yourself and others.	
	Inform police of your observation and be prepared to write a statement.	
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>
	Direct students and staff to Lockdown or Evacuate depending on the circumstances.	
	Direct staff to lock all hallway and exterior doors maintaining the capability to evacuate quickly.	
	Meet with law enforcement upon arrival.	
	Attend to the safety of students and staff at all times.	
	Assess situation in regard to location of person with weapon and potential for injuries.	
	Assist law enforcement as required.	
	Contact parent(s), guardian(s), or other close relative(s) of victims	
	Contact the Charter Management Organization, if applicable.	
	Issue a press release or assign this task to the PIO as deemed appropriate	
	Complete and incident report and file	
	Debrief with school crisis team and staff	

<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		Direct students who are in bathrooms or halls to enter into closest classroom and to inform the office about their location.	
		Direct students to use alternate routes away from the incident. During a gun incident, instruct students to "drop to the floor/ground" or "run into the building quickly."	
		Ask staff, students, and visitors to remain quiet in designated area, on the floor away from windows and doors, and with all lights turned off	
		Remain in Lockdown mode until the principal or law enforcement orders an evacuation or calls out an all clear command	
		If evacuated, take attendance in evacuation area and immediately report missing students.	
<b>x</b>	<b>TIME</b>	<b>CUSTODIAN/MAINTENANCE STAFF</b>	<b>NOTES</b>
		Assist in Lockdown procedures by securing doors/gates of other areas of the campus.	
<b>x</b>	<b>TIME</b>	<b>POST INCIDENT ACTIONS – AS ASSIGNED</b>	<b>NOTES</b>
		Ensure parents are notified of incident.	
		Coordinate information with the Police Department to release information to the press/media.	

<b><i>EVACUATION</i></b>		DATE     /     /	
An evacuation may be necessary if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, an alert or order of evacuation will be given by emergency responders, or officials, or may be broadcast over a weather radio.			
<b>x</b>	<b>TIME</b>	<b>PRINCIPAL</b>	<b>NOTES</b>
		Receive order of evacuation by fire authority or official. Implement evacuation procedures.	
		If necessary, contact local fire department (call 911) to determine the correct action for your school site; route of travel, evacuation site, etc.	
		Ensure all students and staff have evacuated by performing an inspection of the school site.	
		Determine if there is time for transport by some form of public/private transportation for the evacuation of students to alternate site.	
		Designate staff to make parent notifications regarding the evacuation and shelter site.	
		Monitor radio station for additional information.	
		Implement procedures for parents to pick up students from alternate site.	
<b>x</b>	<b>TIME</b>	<b>STAFF</b>	<b>NOTES</b>
		Evacuate students using the evacuation plan. Bring emergency supplies and attendance rosters.	
		Take roll to be sure all students are present before you leave the building site.	
		Report any missing students to the principal/designee and emergency response personnel.	
		At all times, maintain control of the students a safe distance from the fire and the fire fighting equipment.	
<b>x</b>	<b>TIME</b>	<b>OFFICE STAFF</b>	<b>NOTES</b>
		Help with evacuation and securing of affected area.	
		Assist in arranging transportation through public/private companies if needed.	
		Forward phones to secondary answering site if available.	

## **Other Emergency Protocols and Procedures**

## Child Abuse Emergency Procedures

CPS reporting can be very stressful. It is made more stressful due to the potential implications for our students and their families. Know that you have support here around this, but ultimately you need to trust your gut. If a child or adult discloses abuse you must report it. Some people like to talk it over before making a report, but the best policy is to make **anonymous contact** with CPS by calling the reporting line at **(510) 259-1800** and asking to consult. The Social Worker that you speak to will tell you whether the incident is a reportable event. If they tell you that it is not a reportable event, you will need to document the date and time of your call, as well as the Social Worker's name and Worker ID number. You will keep record of this for yourself and inform the Principal for the student you are wondering about.

**Step One:** You have suspicions that a student/sibling of a student has been abused or neglected. Gather as much information and detail as you can about the situation/event as you can **without leading** the student/child. You will also want to find out who is living in the home (parents/guardians, siblings, cousins, aunts, uncles, grandparents, etc.) if you are able to get that information from the student.

**Step Two:** Gather the following information:

- a. Jot down some notes about the details of the information you have received from the student
- b. Print out of the AERIES Demographics Page for the identified student(s). This will include the student's full name, date of birth, home address, parents' names, phone numbers, and addresses. You will need this for the verbal and written report.
- c. Print out the AERIES Attendance screen

**Step Three:** Consult appropriate Dean of the grade for the student. You will explain to him/her what was reported to you. The Dean will enlist additional support as needed. The Dean **WILL NOT** make the report for you. As the first responder, you are legally obligated to make the verbal and written report. The role of the Dean, or any other staff in this is to support you, not to give you permission to make CPS calls. Ultimately, if you suspect Child Abuse or neglect, **you are responsible** for making the call to CPS and submitting the written report. **If there are no Deans or other administrative personnel present in the building, you are still OBLIGATED make the report.**

**Step Four:** Together with the grade level appropriate Dean, **you** will call **Alameda County Child Abuse Reporting Line (510) 259-1800**. Press 1 – for English. Press 2 –

In order to file a report. Press 2 – Calling from a school. You will then be connected with a Social Worker. You will inform him/her that you wish to make a report of suspected child abuse. Sometimes the Social Workers can be abrasive, just let them know that you haven't done this before and they tend to be more gentle. The worker will ask for a description of the reported event(s) and some identifying information (yours, the student(s), and the reported perpetrator, as well as the parent/guardian). They may ask you some other clarifying questions.

a. Ask the worker for his or her name and Worker Number. Write this information down.

b. Ask the worker if the report needs to be faxed or can just be mailed. In more urgent reports (where they are going to immediately investigate), the worker will want it faxed. You will need to ask for the fax number that they want the written report sent to.

**Step Five:** The end of the verbal report, you will need to complete the written report. The law mandates the written report be completed within 36 hours, but it should be completed immediately if possible.

The form can be found at:

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

You will fill out the form and sign it. If you need another sheet of paper to explain the events as they were reported to you, you may attach one. Just make sure that you check the associated box at the bottom indicating that you have an attached sheet. Make two copies: one for yourself and one for the Dean. This is a confidential document, as such, it should be placed in a sealed envelope and handed to the appropriate parties. The copy that you are keeping for yourself should be kept in a locked location.

You will mail the original written report and any associated documents (pictures, attendance sheets – if requested) to:

Alameda County Child Welfare Services

24100 Amador Street

Hayward, CA 94544

Alameda Social Services Main Fax: 510-780-8620

**Step Six:** The reporter (you) is not legally obligated to notify any family member about the report. However, Lighthouse acknowledges the importance of maintaining

open lines of communication with our families. This is a very sensitive topic and many people will have differing feelings about how to proceed next.

Officially, we ask that you consult with the Social Worker, to whom the report is made. Specifically ask, "Is there any reason why I cannot disclose to the family that this report has been made?" If the Social Worker specifically states that you may not share with the family, then we will not.

The Dean and Principal of the student will make the decision if parents/families/guardians will be notified. The Dean and Principal will also be responsible for making contact if that is the case.

### **Notification of Dangerous Pupil Policy**

Lighthouse Community Public Schools (LCPS) desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

The Chief Executive Officer or designee shall inform the teacher(s) of each student enrolled in their class(es) who, during the previous three school years, has engaged in, or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process, as further identified in Education Code Section 49079. This information shall be based upon records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Chief Executive Officer or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201). Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

## **Gun-Free School Zone**

LCPS is committed to maintaining a safe and secure environment for students, staff, parents, and community members. Consistent with the Gun-Free School Zone Act, possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds (Penal Code 626.9, 626.10). Possession of unauthorized weapons, including, but not limited to, dirks, daggers, ice picks, and knives is also prohibited on school grounds.

In furtherance of maintaining a safe and secure environment, it is the policy of the Board that the possession, display, and/or use of firearms is strictly prohibited at any school-related or school-sponsored activity or on LCPS property including, but not necessarily limited to, school campuses, school buses, LCPS vehicles, and LCPS offices, unless such firearms are permitted pursuant to applicable law. Consistent with this policy, individuals who possess a valid Carry Concealed Weapon (CCW) license are prohibited from possession, display, and/or use of firearms while on school grounds or at school activities unless otherwise permitted by applicable law.

## **SAFE INGRESS AND EGRESS PROCEDURES**

### Before-School Procedures

#### **Students and Parents:**

As students arrive on campus each morning, campus staff are strategically placed on campus to monitor student behavior. Students are encouraged to arrive to school with time to get settled and eat breakfast before classes begin promptly at 8:30 am. Students should not be dropped off prior to 7:30am. If there are special circumstances requiring an earlier drop-off, arrangements should be made in advance with the student's teacher.

The following rules should be observed when dropping off a student(s):

- All students must be dropped off on campus grounds through the drop-off area. Please avoid leaving student outside of school grounds before 8:00am.
- Do not park in our parking lot which is reserved only for school staff.
- If you choose to park your vehicle and walk your student into school, please park only in authorized sidewalks and do not block the entrances/exits of

nearby residents/businesses.

- ALWAYS use the designated crosswalk and follow our staff's directions.

Students who arrive after the starting time of school must report directly to the office. For more information, please see LCPS's Attendance Policy in our Family handbook.

### **Staff**

Staff can park in our staff parking lot and access campus as early as 7:30am.

### **Closed Campus**

LCPS has a closed-campus policy. Students are not permitted to leave campus during the school day unless they are picked up by a parent or designated emergency contact or unless it is for another designated school activity. Leaving campus without permission is considered a serious infraction with legal and safety implications. Consequences are decided on a case-by-case basis by school administration consistent with the school's discipline policy.

### **After-School Procedures**

#### **Students and Parents:**

When students are dismissed at the end of the school day, campus staff are assigned to supervise dismissal to ensure that students either travel to afterschool activities or leave campus in a safe and orderly manner.

At 3:30pm (1:30 on Wednesday), all students will be in front of the school by grade level/class for pick-up. [All students will be in front of the school by grade level/class for pick-up at the following times:

- Elementary and Middle School (K-8): 3:30 pm
- High School (Grades 9-12): 3:45 pm

The following rules should be observed when picking up a student(s):

- Do not park in our loading area in our parking lot.
- Do not double park as parents await for students to come out.
- Please circle the school if your student/class has yet to be brought out to the pick-up area.

- Proceed through the pick-up area in a counter-clockwise direction.
- Students should not enter a double parked vehicle.
- ALWAYS use the designated crosswalk and follow the crossing guard's directions.
- If someone other than a parent/guardian is picking up a student, please call the office ahead of time so that staff is aware and can inform your student.

### **Campus Visitor Procedures**

To maintain a safe and secure environment, all parents/guardians, volunteers, and other visitors are required to check in at the office upon arrival, obtain and wear a visitor's badge, and return to the office upon departure.

### **Sudden Cardiac Arrest or Other Emergencies Related to Interscholastic Athletic Events and Activities**

In compliance with Education Code section 35179.4, the School has adopted the following Emergency Action Plan.

#### **Procedure**

Sudden cardiac arrest events can vary greatly. Faculty, staff, and the Incident Command Team, must be prepared to perform the duties outlined below. All staff must all have current cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) training and, at a minimum.

Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The School should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. *Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:*
  - (a) The person is not moving, or is unresponsive, or appears to be

unconscious.

(b) The person is not breathing normally (has irregular breaths, is gasping or gurgling, or is not breathing at all).

(c) The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).

(d) *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest. The person may have the signs of cardiac arrest described above and should be treated the same.

## 2. *Facilitate immediate access to professional medical help:*

Call "911" as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 911. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.

Immediately contact the members of the CERT.

Give the exact location of the emergency. ("Mr./Ms. \_\_\_'s Classroom, Room # \_\_\_" or "gym/football field/cafeteria/etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

If you are an Incident team member, proceed immediately to the scene of the cardiac emergency. The closest team member should retrieve the AED en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use. Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

## 3. *Start CPR:*

Begin continuous chest compressions and have someone retrieve the AED.

Begin CPR by pressing hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the

other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or  $1/3^{\text{rd}}$  the depth of the chest for children under 8 years old). Follow the 911 dispatcher's instructions, if provided.

4. *Use the nearest AED:*

When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.

*Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

Continue CPR until the patient is responsive or a professional responder arrives and takes over.

5. *Transition care to EMS:*

Transition care to EMS upon arrival so that they can provide advanced life support.

6. *Action to be taken by Office/Administrative Staff:*

- (a) Confirm the exact location and the condition of the patient.
- (b) Activate the Incident Team and give the exact location if not already done.
- (c) Confirm that the Incident Team member(s) has responded.
- (d) Confirm that 911 was called. If not, call 911 immediately.
- (e) Assign a staff member to direct EMS to the scene.
- (f) Perform "Crowd Control," directing others away from the scene.
- (g) Notify other staff: school nurse, athletic trainer, athletic director, etc.
- (h) Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- (i) Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.

- (j) Designate people to cover the duties of the CPR responders.
- (k) Copy the patient's emergency information for EMS.
- (l) Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- (m) Notify staff and students when to return to the normal schedule.

This Emergency Action Plan, and the procedures within, will be evaluated annually by the School and cooperating EMS agencies to ensure compliance with cardiac emergency response best practices.

## Appendix C: LCPS Suspension and Expulsion Policy and Procedures

(Board Adopted: 09/2020)

*"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
  - (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes*

*disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* - Ed. Code § 47605(c)(5)(J)

### **Student Due Process Protections**

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(I) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(II) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(i) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(ii) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

[Insert other procedures designed to ensure that Charter School's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

### **Required Notifications**

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

### **Compliance with OCS Student Discipline Guidelines**

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

### **OVERALL VISION OF DISCIPLINE**

The overall goal of discipline at Lighthouse K-8 is to develop the habits of a college-ready, self-motivated, competent, lifelong learner that include identifying personal strengths and challenges, conflict resolution and communication skills, and awareness of responsibility to the community. We strive to create a learning environment where every young person is accepted and feels a sense of belonging and have ample opportunities to learn from their mistakes, repair harm, and learn how to restore peace to relationships. Because we understand the data around school suspensions and the school-to-prison pipeline, we equip students with the tools they need to solve their problems, using suspension as a last resort.

To ensure clarity and fairness, Lighthouse Community Public Schools has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in Lighthouse K-8's Student and Family Handbook and clearly describe the Charter School's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. (The Lighthouse K-8 Student and Family Handbook will be made available on request.) Each student and his or her parent/guardian will be introduced to the Charter School's discipline policy during parent and student orientation prior to the start of the school year. Parents and students will be required to verify that they have reviewed and understand the policies prior to the beginning of each school year.

If necessary, students will be suspended from class while remaining on campus. Suspensions in which a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal or Assistant Principal may, pursuant to the Charter School's adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies. The Principal may, pursuant to the Charter School's adopted discipline policies, ultimately recommend students who fail to comply with the terms of the student policies for expulsion by the LCPS Board of Directors.

## **SUSPENSION AND EXPULSION PROCEDURES**

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion in accordance with applicable law.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal, CEO, or designee's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline

on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime 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; or d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, 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.

- d. 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.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. 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 a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. For grades 9 - 12 only: 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.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "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 policy, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:
    - a) 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - b) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - c) Causing a reasonable student to experience substantial interference with their academic performance.

- d) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site including, but not limited to:
    - i. 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.
    - ii. 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.
    - iii. 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.
  - c) An act of cyber sexual bullying.
    - i. For purposes of this policy, "cyber sexual bullying" means dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - ii. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) 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.
- v. 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 and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. 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.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. 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 a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. 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.
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "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 policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's

safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 5 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 5 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 5 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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:
    - i) 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 their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    - iii) Causing a reasonable student to experience substantial interference with their academic performance.
    - iv) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, 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:

- i) A message, text, sound, or image.
- ii) A post on a social network Internet Web site including, but not limited to:
  - a) 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.
  - b) 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.
  - c) 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.
- iii) An act of cyber sexual bullying.
  - a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u. 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 and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal, CEO, or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal, CEO, or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261,266c, 286, 287 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (B) grenade, (C) rocket having a propellant

charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Principal, CEO, or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, CEO, or designee.

The conference may be omitted if the Principal, CEO, 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 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 the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) 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/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

#### **2. 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(s) committed by the student as well as the date the student may return to school following suspension. In addition, the notice may also state the time when the student may return to school. If 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.

#### **3. 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 Principal, CEO, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal, CEO, 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.

#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

### **D. Authority to Expel**

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## **E. 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 Principal, CEO, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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 in open session three (3) days prior to the date of the scheduled 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:

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

## **F. 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.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days notice of their scheduled testimony, (b) have up to two (2) adult support persons

- of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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.
  3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
  4. 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.
  5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
  6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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 the complaining witness to the witness stand.
  7. 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 entity 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 their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
  8. 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.
  9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their 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.
  10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence

be heard. Before such a determination regarding extraordinary circumstance 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.

### **G. 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.

### **H. 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 their testimony heard in a session closed to the public.

### **I. Expulsion Decision**

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 Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period

of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

#### **J. Written Notice to Expel**

The Principal, CEO, 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 and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. 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 Principal, CEO, or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

#### **K. 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 chartering authority upon request.

#### **L. No Right to Appeal**

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

#### **M. Expelled Students/Alternative Education**

Parents/guardians of 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.

## **N. Rehabilitation Plans**

Students who are expelled from 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission as well as a description of the procedure for readmission, reinstatement, and applying for expungement of the expulsion record.

## **O. Readmission or Admission of Previously Expelled Student**

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal, CEO, or designee and the student and student's parent/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 process will be completed in a timely manner at the conclusion of the expulsion period. The Principal, CEO, or designee shall make a recommendation to the Board following the meeting regarding the Principal, CEO, or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

## **P. Notice to Teachers**

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with

disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal, CEO, or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **Threat of Violence**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, phone call, or other means. The Incident Commander should ensure all threats are properly assessed.

## Procedure

1. The Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The Incident Commander and Superintendent will conduct the threat assessment.
3. The Incident Commander and Superintendent will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:

Category 1 - High violence potential; qualifies for arrest or hospitalization.

Category 2 - High violence potential; does not qualify for arrest or hospitalization.

Category 3 - Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 - Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 - Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the Incident Commander and Superintendent will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

5. The Incident Commander and Superintendent will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

6. As soon as the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis interventions may be necessary and

appropriate.

### **Unlawful Demonstration/Walkout**

An **Unlawful Demonstration/Walkout** is any unauthorized assemblage on- or off-campus by staff or students for the purpose of protest or demonstration.

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Incident Commander and Team.
2. The Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. If students leave their classrooms, 2-3 incident team members, in consultation with the Incident Commander, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Incident Commander. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
5. The Documentation staff member should keep accurate records of events, conversations and actions.
6. All media inquiries will be referred to the Public Information Officer.
7. The Incident Commander should proceed in good judgment on basis of police or legal advice, in taking action to control and resolve the situation.

8. The Incident Commander will notify parents of the incident, as appropriate.

## Appendices



## APPENDIX A

### Employee Emergency Skills Survey

Employee Name \_\_\_\_\_ Position \_\_\_\_\_

Work Location \_\_\_\_\_

During any emergency it is important to be able to draw from all available resources. The special skills, training, experience and capabilities of staff members will play a vital role in dealing with the effects of any type emergency or major disaster. The purpose of this survey is to pre-identify the skills of our employees to determine the area of emergency response they may best be suited for. Please indicate the areas that apply to you and return this survey to the Principal's Office.

Please check the boxes which indicate the skills or specific expertise or training you may have:

- First Aid CPR AED Triage (Received within past \_\_\_\_ years?)
- Firefighting Nurse Doctor/Dentist Other medical \_\_\_\_\_
- Physical Fitness
- Emergency/Management Search & Rescue
- Bi/Multi-lingual, what language(s) \_\_\_\_\_
- Construction Mechanical Ability Structural Engineering
- Electrician Utilities HVAC Plumber
- Heavy Equipment Operator What type: \_\_\_\_\_
- Truck/Bus Driver
- Food Preparation Cooking for Large Numbers of People
- Shelter Management Child Care Counseling Crisis Intervention
- Survival Training and Techniques
- Ham Radio CB Radio Licensed Yes No
- Camping Experience
- Journalism Shorthand Clerical Computer
- Military Reservist Law Enforcement Security
- Community Emergency Response Team (CERT) training

Other special skills, training or experience that would be useful during an emergency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you keep any emergency equipment in your office or vehicle that would be beneficial in an emergency? Yes No

If yes, please list that which could be used in an emergency at the school:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would make you feel more prepared during a disaster while you were at the school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX B**

**Damage Assessment Checklist**

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Room: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_ Time: (24:00 Hours):\_\_\_\_:\_\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Description of damage, location, severity, etc.
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Natural Gas Lines and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
<b>Hazardous Materials</b> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> -----
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Type/Quantity spilled or leaking:</u> -----
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
<b>Physical Hazards</b> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Damaged Bld. Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-----

Building or room safe for reoccupancy

Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

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[Note: Send this checklist to the IC for situation analysis and maintain the original in an emergency document file.]

### APPENDIX C

<b>INCIDENT ACTION PLAN</b>		School:	
		Incident Name:	
Date Prepared:	Time Prepared:	Prepared by:	
<b>Map Sketch – Draw a simple map of the incident and surrounding areas</b>			
<b>Current Organization – List the positions that have been activated</b>			
Position	Name Assigned	Position	Name Assigned
<b>Incident Commander</b>	Ops Associate, DoO, Principal, AP	<b>Crisis Intervention</b>	Director of Student Services/ Lead Counselor
<b>Public Information</b>	CEO	<b>Situation Analysis</b>	Ops Associate, DoO
<b>Safety/Security</b>	Director of Finance	<b>Documentation</b>	Office Managers
<b>School Liaison</b>	CAO	<b>Supplies/Distribution</b>	Office Managers
<b>Search and Rescue</b>	Dean of Students	<b>Transportation</b>	Ops Associate
<b>First Aid/Medical</b>	Office Managers	<b>Personnel</b>	Human Resource Team
<b>Fire Suppression/HazMat</b>	Family Engagement / ASP coordinator	<b>Facilities</b>	Ops Associate, DOO, CEO
<b>Damage Assessment/Utilities</b>	Director of Finance	<b>Compensation/Claims</b>	Director of Finance
<b>Student Release/Reunion</b>	Office Managers	<b>Purchasing/Procurement</b>	Billing department
<b>Assembly Area/Shelter</b>	Office Managers	<b>Timekeeping</b>	Billing department/IT lead



<b><i>Attachments: ✓ if attached</i></b>		<b><i>Weather Forecast:</i></b>	
<input type="checkbox"/> Situation Reports	<input type="checkbox"/> Medical Plan	<input type="checkbox"/> Traffic/Staging Area Map	
<input type="checkbox"/> Communications	<input type="checkbox"/>	<input type="checkbox"/> -----	



APPENDIX E

SITUATION REPORT

School: \_\_\_\_\_ Type of Event: \_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Condition of Students, Staff and Visitors (mark answer)

\_\_\_\_\_ All Accounted For \_\_\_\_\_ No Injuries \_\_\_\_\_
\_\_\_\_\_ No immediate help required \_\_\_\_\_ Missing (number) \_\_\_\_\_
\_\_\_\_\_ Trapped in Building: (number) \_\_\_\_\_ Injured (number) \_\_\_\_\_

Names (add additional on backside)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Shelter Information

\_\_\_\_\_ Number of children remaining at school
\_\_\_\_\_ Number of Staff or Visitors remaining at school
\_\_\_\_\_ Number of staff members remaining to care for children
\_\_\_\_\_ Assistance Required:
\_\_\_\_\_ Water \_\_\_\_\_ Food \_\_\_\_\_ Blankets \_\_\_\_\_ Additional personnel

### APPENDIX F STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.  
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.  
 STEP 3: Send runner to retrieve student and bring to the reunification area.

<b>STUDENT:</b>	<b>GRADE:</b>	<b>FOR STAFF USE</b>
<b>TEACHER:</b>	<b>DATE/TIME:</b>	<b>PHOTO ID VERIFIED BY:</b>
<b>REQUESTED BY:</b> Print Name		<b>AUTHORIZED ON EMERGENCY CARD?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one).  Signature		<b>MEDICAL NEEDS?</b>
		<b>STUDENT STATUS (check one)</b> <input type="checkbox"/> Released <input type="checkbox"/> CustodyIssues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/FirstAid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: .....
<b>DESTINATION:</b>	<b>PHONE:</b>	<b>NOTES:</b>
<b>ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> If YES, Name(s):		<b>TIME OF RELEASE:</b>

### STUDENT REQUEST FORM

- STEP 1: Have parents/guardians fill out one form for each student requested.  
 STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.  
 STEP 3: Send runner to retrieve student and bring to the reunification area.

<b>STUDENT:</b>	<b>GRADE:</b>	<b>FOR STAFF USE</b>
<b>TEACHER:</b>	<b>DATE/TIME:</b>	<b>PHOTO ID VERIFIED BY:</b>
<b>REQUESTED BY:</b> Print Name		<b>AUTHORIZED ON EMERGENCY CARD?</b> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
I assume custody of the named above as a parent, guardian or authorized adult. (circle one).  Signature		<b>MEDICAL NEEDS?</b>
		<b>STUDENT STATUS (check one)</b> <input type="checkbox"/> Released <input type="checkbox"/> CustodyIssues <input type="checkbox"/> Absent <input type="checkbox"/> Medical/FirstAid <input type="checkbox"/> Missing <input type="checkbox"/> Deceased <input type="checkbox"/> Other: .....
<b>DESTINATION:</b>	<b>PHONE:</b>	<b>NOTES:</b>
<b>ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS?</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> If YES, Name(s):		<b>TIME OF RELEASE:</b>







## APPENDIX J

### After Action Report Form

Name of person completing report: \_\_\_\_\_

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

**Drills/Exercises** [check one]:  **Actual Incident response** [check one]:

Earthquake

Fire

Lockdown

Evacuation

Flood

Other (specify): \_\_\_\_\_

Table-Top

Functional or full-scale exercise

Start time: \_\_\_\_\_ End time: \_\_\_\_\_

**Participation:** Provide a list of individuals and agencies participating in the event.

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**Timeline of events:** Provide a detailed outline or description of events and activities.

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**Lessons learned:** Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

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**Discussion and recommendations:** Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

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## APPENDIX K

*The following supply lists are suggested quantities are for 100 people for a period of 72 hours. The lists are broken down into the categories of food and water, assembly*

or shelter areas and first aid. Ensure the expiration date on all items is current. Select the foods that are best suited for your school, and also take note of any students or staff that may have food allergies.

## Emergency Supplies Inventory

*Food/Water*

<b>Food Item</b>	<b>Recommended Quantity</b>
Dried fruits/snacks/ trail mix	20 lbs.
Canned meats	60 cans
Canned fruits	60 cans
Canned vegetables	20 cans
Crackers	2 cases
Canned fruit juice	2 cases
Coffee, tea, drink mixes – instant type	2 cases
Energy bars – granola, protein, etc.	2 cases
Freeze-dried meals	2 cases
Peanut butter/jelly – large	20 jars each
Ready to eat soups and meals	2 cases
Staples – sugar, salt, pepper, etc.	10 packages
Food for persons on special diets; allergies, diabetic, etc.	As needed
<b>Water</b>	<b>Recommended Quantity</b>
Drinking water – based on 2 quarts per person per day	150 gallons

*Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted to maximize shelf life (5 years) and ease of storage.*

**Emergency Supplies***Assembly/Shelter*

<b>Item</b>	<b>Recommended Quantity</b>
Blankets	100
Battery operated radio; extra batteries or hand crank	1
Flashlights; extra batteries and bulbs or hand crank	4
Whistles (for communicating with staff and students)	4
Clipboards, paper and pens	6
Aluminum foil, matches, charcoal (for cooking)	3 sets
Medium garbage bags	4 packages (40 count)
Large 3-ply garbage bags	4 packages (20 count)
Plastic buckets – 5 gallon	6
Pads of paper	4
Tape; scotch and duct types	4 rolls each
Plastic cups, plates, utensils	6 packages (100 count)
Plastic storage containers	5 sets
Shut-off wrench (turn off gas and water if needed)	2
Manual can openers, utility knives	5 each
Portable toilet kit; toilet paper	2 kits, 50 rolls
Activities or games for children	10

**Personal Protective Equipment***First Aid Unit*

Eye protection masks – goggles	10
Biohazard protective gloves – Nitrile or latex, disposable	10
N-95 biohazard disposable face masks – OSHA	10
Splash resistant clothing and shoe coverings	10
Spill clean up kit – clean-up powder, clean-up scoop and scraper	5 kits

**Emergency Supplies***First Aid*

<b>Item</b>	<b>Recommended Quantity</b>
First Aid Handbook (current issue)	1
Ace bandages – 1" and 2" widths	4 boxes each
Adhesive tape – 1" width	20 rolls
Alcohol Swabs (for cleaning instruments)	4 boxes – 100 count
Band-Aids – assorted sizes	8 boxes
Blankets – Mylar or disposable type	150
Bleach (1:10 bleach to water ratio for cleaning)	1 gallon
Cold packs (compresses)	1 case
Cotton balls – unsterile	4 large packages
Disposable gloves (latex and non-latex)	4 boxes
Dressings – 2" and 4" disposable sterile	4 boxes each
Dressing pads – 5x9 and 8x10 sterile	4 boxes each
Dressings – eye pad, oval sterile	15 boxes
Facial tissues	10 boxes
Gauze bandage – 1" and 2" width	10 rolls each
Hydrogen Peroxide (50% solution of peroxide/water for disinfectant)	4 bottles
Liquid soap (handwashing)	5 bottles
Paper towels	4 cases
Q-tip swabs	6 packages
Safety pins – assorted sizes	6 packages
Scissors	8 pair
Splints – long and short; cardboard, boards, etc.	Several sets
Towelettes – pre-moistened hand wipes	15 boxes
Treatment log	1
Triage tags	50
Triangular bandage – for sling/safety pins	30
Tweezers/needles – sterile	9 pairs

## APPENDIX L

### SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between \_\_\_\_\_ School,  
Address \_\_\_\_\_, of County, \_\_\_\_\_ California and, Address  
\_\_\_\_\_, of County, California ("Shelter Provider").

#### RECITALS

**WHEREAS**, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

**WHEREAS**, if the School should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

**WHEREAS**, the School desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

**WHEREAS**, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

**NOW THEREFORE**, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School's conduct of shelter activities.
2. The School shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

**WHEREFORE**, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

#### ----- CHARTER SCHOOL

By: \_\_\_\_\_ By: \_\_\_\_\_  
Authorized representative/position      Authorized representative/position

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



Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

## **APPENDIX M**

### ***SAMPLE COMMUNICATIONS***

#### **STUDENT DEATH**

Dear Parents,

Yesterday, we learned that one of our first graders, \_\_\_\_\_, died while in the hospital. \_\_\_\_\_ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about \_\_\_\_\_ to his/her class. We discussed what happened and how \_\_\_\_\_ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. \_\_\_\_\_'s death is particularly difficult due to his young age and its unexpectedness. The fact that \_\_\_\_\_ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about \_\_\_\_\_'s death and/or the death of any loved one. If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends. We at the school will miss \_\_\_\_\_ very much. He was our friend and we loved him.

Sincerely,  
School Principal

### **INITIAL ANNOUNCEMENT OF A CRISIS EVENT**

TO:  
FROM:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that \_\_\_\_\_ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you.

People will be available to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding \_\_\_\_\_ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."



<b>Completed by:</b>		<b>Position Title:</b>	<b>Date:</b>