TEACH Public Schools

July 15, 2020 Regular Meeting

Date and Time

Wednesday July 15, 2020 at 5:00 PM PDT

Location

TEACH Public Schools
1846 W. Imperial Hwy. Los Angeles, CA 90047

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be change without prior notice.
REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.
FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 1846 W. Imperial Highway. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898. www.teachpublicschools.org

Matt Brown is inviting you to a scheduled Zoom meeting.

Topic: TEACH Board Meeting June 17, 2020
Time: Jun 17, 2020 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://us02web.zoom.us/j/86505032335

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Lori Butler	1 m
B.	Record Attendance and Guests		Shawnna Lawson	3 m
C.	Public Comment	Discuss	Lori Butler	15 m

Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must request a speaking slot via email. Please email Matt Brown, Chief Operating Officer of TEACH Public Schools at mbrown@teachps.org if you wish to address the Board. The email must contain speaker name, contact number or email, and subject matter and be submitted to the COO or Superintendent prior to the start of the meeting.

		Purpose	Presenter	Time

Members of the public may address the Board on any matter within the Board's jurisdiction and have three (3) minutes each to do so. The total time for each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board. The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation.

The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

II. CONSENT ITEMS — 5:19 PM

A.	Consent Items	Vote	Lori Butler	3 m

Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any board meeting minutes will be done through consent and listed as items B-Z (as needed) under "Consent Items".

1. July 15th, 2020 Board Meeting Agenda
2. June 17th, 2020 Board Meeting Minutes
3. 2020-2021 Comprehensive School Safety Plan (TTCH, TAT, TPE)

B.	Approval of July 15, 2020 Regular Board Meeting Agenda	Vote	Matthew Brown	
C.	June 17, 2020 Board Meeting Minutes	Approve Minutes	Matthew Brown	
D.	Comprehensive School Safety Plan	Vote		

		Purpose	Presenter	Time
III.	**ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION**			**5:22 PM**
A.	Fiscal Report	FYI	Theresa Thompson	2 m

June Financials were not finalized for this meeting. They will be presented at the August regular board meeting.

B.	Budget Trailer Bill	FYI	Matthew Brown	5 m

- ADA Cap for 2020-21 based upon 19-20 ADA. (TEACH exploring litigation options with YMC)
- Defines Instructional Day for 20-21 (In Person, Distance Learning or Hybrid permissible)
- LEAs must create Learning Continuity and Attendance Plan (CDE template available August 1st / TEACH Board approved version due September 30th)
- TEACH is working on updating all of our budgets based on the updated state budget with the plan of have the board approve in August. Additional changes to the state budget (including additional deferrals) are likely.

C.	2020-2021 School Calendar and Instructional Minutes	Vote	Enrique Robles	5 m

Minimum School Day Requirements for site based charter schools for 2020-2021 per EC 43502:
175 Instructional Day Minimum before loss of apportionment.

K - 180 Daily (31,500)
1-3 - 230 Daily (40,250)
4-8 - 240 Daily (42,000)
9-12 - 240 (42,000)

D.	Fall 2020 School Opening Planning	Discuss	Raul Carranza	15 m

TEACH Public Schools is planning to start school August 10 via distance learning. Will revaluate moving to a hybrid system after each month using federal, state and local guidelines/directives (CDC, LAUSD, LACOE, CDE, etc) and stakeholder input (parents, student, staff) in making such a determination.

E.	Annual Fiscal Policy Review	Vote	Matthew Brown	5 m
F.	Public Policy Charter School Merger	Discuss	Matthew Brown	5 m

TEACH Public Schools is exploring a possible merger with Public Policy

		Purpose	Presenter	Time

Merger will be effective beginning in the 2021-22 school year
Beginning July 1, 2021 – Public Policy Charter School will be operated by TEACH, Inc.
TEACH, Inc.
i. Revision of corporate documents to account for the operation of a new charter school

- 1. Articles of Incorporation – corporate purpose is already broad enough, so likely will not require an amendment
  2. Bylaws – will need to be reviewed for legal updates pursuant to SB 126
  3. Conflict of Interest Code – will need to be reviewed for legal updates pursuant to SB 126
  4. Intent is for Public Policy Charter School to remain as a separate school operated by TEACH, Inc.
     1. Material revision will be needed to update the governance structure (Element 4/D) of the charter petition

G.	WACA Agreement 2020-2021	Vote	Frank Williams	3 m
IV.	**Facilities Report**			**6:02 PM**
A.	Facilities Update	FYI	Jimmy Morales	5 m
V.	**School Site Reports**			**6:07 PM**
A.	TEACH Academy of Technologies Principals Report	FYI	Suzette Torres	5 m
B.	TEACH Tech Charter High School Principals Report	FYI	Monique Woodley	5 m
C.	TEACH Preparatory Elementary School Principals Report	FYI	Sharon Rhee	5 m
VI.	**Closed Session**			**6:22 PM**

https://us02web.zoom.us/j/84462903614?pwd=dGxDU01vb1E5Y3VnbC95SklFR2sxZz09

A.	Executive Director/CEO Annual Evaluation	Vote	Lori Butler	10 m

	Purpose	Presenter	Time

Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable

VII. Return to Open Session

VIII. Closing Items **6:32 PM**

A.	Upcoming Meetings	FYI	Shawnna Lawson	1 m
	Regular Board Meeting - Wednesday August, 19 2020 at 5pm			
B.	BOARD MEMBER COMMENTS	Discuss	Lori Butler	5 m
	Time for board members to make any public comments.			
C.	Adjourn Meeting	Vote	Lori Butler	

Coversheet

June 17, 2020 Board Meeting Minutes

Section: II. CONSENT ITEMS
Item: C. June 17, 2020 Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for June 17, 2020 Regular Board Meeting on June 17, 2020

APPROVED

TEACH Public Schools

Minutes

June 17, 2020 Regular Board Meeting

Date and Time
Wednesday June 17, 2020 at 6:00 PM

Location
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1846 W. Imperial Hwy. Los Angeles, CA 90047

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Directors Present
A. Dragon (remote), J. Lobdell (remote), K. Piazza (remote), L. Butler (remote), L. Castillo (remote), S. Burrows (remote), S. Tucker (remote)

Directors Absent
None

Guests Present
E. Robles (remote), F. Williams, J. Morales (remote), M. Brown (remote), M. Pimienta (remote), M. Woodley (remote), R. Carranza, S. Lawson (remote), S. Rhee (remote), S. Torres (remote), T. Thompson (remote)

I. Opening Items

A. Call the Meeting to Order

L. Butler called a meeting of the board of directors of TEACH Public Schools to order on Wednesday Jun 17, 2020 at 6:00 PM.

B. Record Attendance and Guests

C.

Public Comment

II. CONSENT ITEMS

A. Consent Items

K. Piazza made a motion to approve the June 17, 2020 consent agenda.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Dragon	Aye
L. Butler	Aye
S. Tucker	Absent
L. Castillo	Aye
J. Lobdell	Aye
S. Burrows	Aye
K. Piazza	Aye

B. Approval of June 17, 2020 Regular Board Meeting Agenda

K. Piazza made a motion to approve June 17, 2020 Board Meeting Agenda.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Butler	Aye
A. Dragon	Aye
L. Castillo	Aye
J. Lobdell	Aye
K. Piazza	Aye
S. Burrows	Aye
S. Tucker	Absent

C. May 13, 2020 Board Meeting Minutes

K. Piazza made a motion to approve the minutes from May 13, 2020 Regular Board Meeting on 05-13-20.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Burrows	Aye
L. Butler	Aye
K. Piazza	Aye
S. Tucker	Absent
A. Dragon	Aye
L. Castillo	Aye
J. Lobdell	Aye

S. Tucker made a motion to approve the minutes from May 2, 2020 Special Meeting on 05-02-20.
S. Burrows seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Piazza	Aye
L. Castillo	Aye
S. Burrows	Aye
A. Dragon	Aye
S. Tucker	Aye
L. Butler	Aye
J. Lobdell	Aye

D. Comp Therapy 2020-2021 Agreement/Rate Sheet

K. Piazza made a motion to approve Comp Therapy 2020-2021 Agreement.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
L. Castillo	Aye
A. Dragon	Aye
K. Piazza	Aye
S. Burrows	Aye
S. Tucker	Absent
L. Butler	Aye

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION

A. Fiscal Report

Theresa present the May financials and proposed 20-21 operating budgets for all TEACH entities.

B. Executive Compensation

Mr. Brown informed the board that all retiring staff will be receiving their scheduled raises per board approved salary schedules. Mr. Brown informed the board members that due to all the COVID-19 issues that the salaries will be frozen.
J. Lobdell made a motion to approve Executive staff to receive a scheduled COLA + 2% step raise (total 4.5%).
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell	Aye
L. Butler	Aye

Roll Call

A. Dragon Aye
S. Burrows Aye
L. Castillo Aye
S. Tucker Absent
K. Piazza Aye

C. 2020-2021 TEACH Public Schools Annual Operating Budgets

Theresa informed the board that the budget was Revise May 14, 2020, And is still waiting for the final budget to be approved. The COLA decreases by 10%. We are supposed to get 2.9%, Which gave us an average of decrease across-the-board in our state funding Of -7.92 And also that 10% cut It's going to roll over to the next subsequent school year. Teresa informs the board members that if we do not get the federal government, then the cut still may apply. Theresa told the board members that we are going to experience Deferrals, Which is something to keep in mind when discussing the cash flow. We are still projecting a surplus for the Academy of 298 For Teach tech 643 and Teach prep 52,000. She informed the board members that we can meet our bond requirements for all three school sites. She also told the board members that we are expecting COVID-19 release funds for TEACH Academy and TEACH Tech.

Spencer asked Teresa what a long forgiveness program contingent was on?
She responds by explaining that 75% will be spent on payroll and the remaining on rent in 8 week period along with SPE.
J. Lobdell made a motion to approve 2020-2021 TEACH Public Schools Annual Operating Budgets (TEACH Public Schools, TEACH Academy of Technologies, TEACH Tech Charter High School, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School).
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Butler Aye
S. Tucker Absent
L. Castillo Aye
S. Burrows Aye
A. Dragon Aye
J. Lobdell Aye
K. Piazza Aye

D. EPA Resolutions

J. Lobdell made a motion to approve FY20/21 EPA Resolutions for TEACH Tech Charter High School, TEACH Academy of Technologies & TEACH Preparatory Elementary School.
A. Dragon seconded the motion.

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

Roll Call

K. Piazza Aye
S. Tucker Absent
J. Lobdell Aye
L. Castillo Aye
A. Dragon Aye
L. Butler Aye
S. Burrows Aye

E. 2020 LCAP COVID-19 Operations Written Report

S. Burrows made a motion to approve 2020 LCAP COVID-19 Operations Written Report.
TEACH Academy of Technologies 2020 LCAP COVID-19 Operations Written Report
TEACH Tech Charter High School 2020 LCAP COVID-19 Operations Written Report
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School 2020 LCAP COVID-19 Operations Written Report.
K. Piazza seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker Absent
L. Butler Aye
L. Castillo Aye
A. Dragon Aye
K. Piazza Aye
S. Burrows Aye
J. Lobdell Aye

F. Health, Dental, Vision, Life Insurance Offering Quote

Mr. Brown informed the board members that we received an opportunity to switch dental and vision insurances with the options to a similar but cheaper coverage by switching brokers between the open enrollment period. TEACH would also add additional lower-cost silver plans for employees with out of pocket employee contributions to policy premiums and keeping the same quality of insurance. He informed the board members that last year was a cap of 10% or $350 for hourly employees for their monthly benefits. For this academic year we did not implement it we covered 100% which will not be the case for the next academic year. Which made TEACH Public Schools consider the option in switching to provide the staff with additional plan options.
J. Lobdell made a motion to approve TEACH switching insurance providers to provide additional employee plan options and cost savings. If approved, the switch would start on July 1, 2020. Health, Dental, Vision, Life Insurance Offering Quote.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell Aye
L. Butler Aye
S. Burrows Aye
K. Piazza Aye
A. Dragon Aye
S. Tucker Absent
L. Castillo Aye

J.Lobdell asks if an employee wants to add their dependents the cost will be for the employee to payout? Mr. Brown explained that everyone employee will have a pull of money provided by TEACH Public Schools. After adding their dependents if the amount over exceeds the amount covered then the employee will be responsible for the additional cost indifference, which why we considered adding additional plans like the Silver Plan. L.Butler mentioned concern in making sure that the switch will be the same or very similar. Although it is allowing saving for the organization she hopes that it will not reflect in the coverages, services, and treatments that the employees will receive. L.Butler also ask if Guardian was going to be part of the insurance change? Mr. Brown informed her that they were the new broker that doesn't make the difference in the actual plans. He informed L.Butler that we will still have the same quality of insurances just with different/additional plan options. L.Butler ask when was the last time we changed brokers? Mr. Brown informed L.Butler that we haven't, she then asks if we made any to insurances coverages changes for the 2019/2020 school year? And his response was "yes we had Kaiser Platinum and Gold now we have just Gold, then we switch dental and life insurance." He then proceeded to explain the process for the annual bids.

G. 2020-2021 CharterSAFE Proposal - Teach Inc. DBA TEACH Public

Mr. Brown presented the board members the new Charter Safe's annual contract.
J. Lobdell made a motion to approve 2020-2021 CharterSAFE Proposal - Teach Inc. DBA TEACH Public.
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Butler Aye
S. Burrows Aye
S. Tucker Absent
A. Dragon Aye
J. Lobdell Aye
K. Piazza Aye
L. Castillo Aye

H. 2020 - 2021 Meal Service Contract

Enrique informed the board members that as of right now due to COVID 19 that our contract with Better 4 You will be extended in support of the food program. He informed the members that the extended contract is a 5% decrease for the 2020/2021 school year.
K. Piazza made a motion to approve 2020 - 2021 Meal Service Contract.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker	Absent
J. Lobdell	Aye
S. Burrows	Aye
K. Piazza	Aye
A. Dragon	Aye
L. Butler	Aye

J.Lobdell mentions that "he recalled a concern about the taste of the food". He asked if that concern has been addressed? Enrique and Dr. Woodley both responded informing him it has! Dr. Woodley informed him that they choose to transition with the hot plate/ family-style meals instead of pre-packed which increased the participation rate. She also mentions a concern with COVID TEACH Tech will have to go back to pre-pack.

I. E-Rate Agreements

Enrique informed the board members that we currently have two agreements for the E-Rate federal program. The two parts are category one which is the Internet and category two which is our info structure. We are expected to go with Spectrum for Internet and tech verb for the networking.
S. Burrows made a motion to approve E-Rate Agreements with Spectrum, AT&T, Tech Verb, GigaKOM, and Coax.
L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker	Absent
K. Piazza	Aye
S. Burrows	Aye
L. Butler	Aye
J. Lobdell	Aye
A. Dragon	Aye
L. Castillo	Aye

J. ASES Contract 20-21

Enrique informed the board members that as of right now, due to COVID 19 that our contract with After-School All-Stars will be extended in support of the after school and before school care for the three grants that they currently hold ASES, Kids Code and 21 Century.
J. Lobdell made a motion to approve ASES Contract 20-21.

L. Castillo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Lobdell Aye
L. Castillo Aye
L. Butler Aye
A. Dragon Aye
S. Burrows Aye
S. Tucker Absent
K. Piazza Aye

K. Board Meeting Calendar 2020-2021

Mr. Brown shared the expected dates that are scheduled to meet on a monthly bases along with a new meeting time of 5pm.
J. Lobdell made a motion to approve Board Meeting Calendar 2020-2021.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Piazza Aye
A. Dragon Aye
L. Butler Aye
S. Tucker Absent
L. Castillo Aye
S. Burrows Aye
J. Lobdell Aye

L. Committee Meeting Calendars

Mrs. Butler informed the board members of the different meeting options for the committee meetings to plan.
L. Castillo made a motion to approve Committee Meeting Calendars.
A. Dragon seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Dragon Aye
S. Tucker Absent
S. Burrows Aye
L. Castillo Aye
L. Butler Aye
J. Lobdell Aye
K. Piazza Aye

M. 2020-2021 School Calendar and Instructional Minutes

Enrique informed the board members that the calendar is essential to approve the start and end date and holidays for this particular meeting in support of the possible plan of reopening the schools.
J. Lobdell made a motion to approve 2020-2021 School Calendar and Instructional Minutes.
S. Burrows seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Tucker	Absent
L. Butler	Aye
A. Dragon	Aye
K. Piazza	Aye
L. Castillo	Aye
S. Burrows	Aye
J. Lobdell	Aye

N. Consolidated Application Reporting

This items is tabled.

IV. Facilities Report

A. Facilities Update

Jimmy informed that board of the pending projects going on at all the school sites. He reported that at the 10000 site we had renovated the roof leaks, the girl's restroom has been repaired along with the privacy fence. 10045 campus, the privacy fence has been installed and completed. The roof was inspected with leaks found that has been taking care of. We are in the process of getting final permits for the canopy. 1750 is still closed due to no COO. We are waiting for some venders to get some paperwork to get the COO. 8505 has one wall that has been removed from a classroom that will be operating in the new school year. Painting has been done and adding accent walls. The main hallway floors have been waxed with the intention of finishing some classrooms. The 10600 are waiting for permits to be issued to enter the premises for work to be done. And 10616 painting is being done along with all necessary repairs.

V. School Site Reports

A. TEACH Academy of Technologies

Ms.Torres informed the board members of recruitment/enrollment, summer bridge, and the launch of reopening.

B. TEACH Tech Charter High School

Dr.Woodley informed the board members of recruitment/enrollment, summer bridge, and the launch of reopening

C. TEACH Preparatory Elementary School

Mrs.Rhee informed the board members of recruitment/enrollment, and the launch of reopening

VI. Closed Session

A. Executive Director/CEO Annual Evaluation

This item is tabled.

VII. Closing Items

A. Upcoming Meetings

Shawnna informs the board members that the next scheduled meeting is July 15, 2020, at 5 pm.

B. BOARD MEMBER COMMENTS

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
L. Butler

Coversheet

Comprehensive School Safety Plan

Section: II. CONSENT ITEMS
Item: D. Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material:
2020_Comprehensive_School_Safety_Plan_TEACH_Preparatory_Mildred_S._Cunningham_&_Edith_H._Morris_Elemen_20200709.pdf
2020_Comprehensive_School_Safety_Plan_TEACH_Academy_of_Technologies_20200710.pdf
2020_Comprehensive_School_Safety_Plan_TEACH_Tech_Charter_High_School_20200709.pdf

Comprehensive School Safety Plan
SB 187 Compliance Document

2020-21
School Year

School: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

CDS Code: 2004

District: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Address: 8505 S. Western Ave. Los Angeles, Ca. 90047

Date of Adoption:

Approved by:

Name	Title	Signature	Date
Dr. Raul Carranza	Superintendent		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at TEACH Public Schools Home Office & at the School Site.

Safety Plan Vision

TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

Self-Monitoring Tool
California Department of Education –
Comprehensive School Safety Plan
California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	X	
2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	X	
3. The Comprehensive School Safety Plan includes, but is not limited to: **a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:** • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data **b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.**	X	
4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	X	
5. The Comprehensive School Safety Plan must include all of the following:		
• Child Abuse Reporting procedures	X	
• Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	X	
• Earthquake emergency procedures that include: 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake 5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	X	
• Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	X	
• Policies and procedures which lead to suspension and/or expulsion.	X	
• Procedures to notify teachers of dangerous pupils.	X	
• Policy prohibiting discrimination, harassment, intimidation, and	X	

bullying.		
• Provisions of any school site dress code, including prohibition of "gang-related" apparel.	X	
• Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	X	
• Procedures that create a safe and orderly environment conducive to learning at the school.	X	
• Access to the school campus (visitors).	X	
• The rules and procedures on school discipline.	X	
• Crisis Response Plan.	X	
• Hate crime reporting procedures and policies.	X	
6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	X	
7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	X	
8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	X	
9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	X	
10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	X	

Components of the Comprehensive School Safety Plan (EC 32281)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Safety Committee
Principal & Staff

Assessment of School Safety
Self-Monitoring Tool and Staff Meeting

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Safe School Planning Education Codes
200. It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.
(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.
(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.
(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:
(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.
(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:
(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.
(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.

(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
(c) Publicized anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
(d) Provided, incident to the publicizing described in subdivision (c), to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. School site resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received anti-bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.
(e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
(f) Maintained documentation of complaints and their resolution for a minimum of one review cycle.
(g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
(h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:
(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.
(C) One parent whose child attends the school.
(D) One classified employee who is a representative of the recognized classified employee organization.
(E) Other members, if desired.
(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.
(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.
(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.
(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a district wide comprehensive school safety plan that is applicable to each school site.
(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.
(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.
(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.
(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
(1) Assessing the current status of school crime committed on school campuses and at school-related functions.
(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
(III) Protective measures to be taken before, during, and following an earthquake.
(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A school wide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school. (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.
(c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.
(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.
(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:
(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:
(A) While on school grounds.
(B) While going to or coming from school.
(C) During a lunch period whether on or off campus.
(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.
(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.
(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.
(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:
(a) Notify the school district or the county office of education in which the willful failure has occurred.
(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.
(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:
(A) The local mayor.
(B) A representative of the local school employee organization.
(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.
(D) A representative of each teacher organization at the school site.
(E) A representative of the student body government.
(F) All persons who have indicated they want to be notified.
(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:
(A) A representative of the local churches.
(B) Local civic leaders.
(C) Local business organizations.
(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Department of Children and Family Services 425 Shatto Place, Los Angeles, CA 90020 Headquarters' Receptionist: (213) 351-55072.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)
Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the
?choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.
(Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

Procedure During Class Time:

1. Students exit classroom via both doors and WALK in orderly lines.

2. Students evacuate the building by designated routs to the assembly area (see evacuation map)

3. NO TALKING IS PERMITTED

4. Teachers:

a. Take your EMERGENCY FOLDER and attendance.

b. Check that all students are out the classroom.

c. Check that all exits are clear.

d. Close the classroom door. DO NOT LOCK (Later entry may be required)

5. In assembly area, teacher takes roll and accounts for each child.

6. Students in classroom other than their own are to remain with that class until given permission to rejoin

their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given.

Procedure Used Before School During Lunch and Snack Recess

1. Students WALK to the assigned place on the yard where they meet their TEACHER

2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to

their proper assembly area.

Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.

2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

Earthquake Procedures

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that the desk will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to our from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Environmental Hazards

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building

2. Notify Main Office/Administration

3. Turn off all fans in the area of he release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated

2. Call 911

3. Contact the Charter Board

4. Direct School emergency Response Team members (search and rescue team) to isolate and

restrict access to potentially contaminated areas

5. Direct school Emergency Response Team members (search and rescue team) to turn off

local fans in the area of the release, close the windows and doors and shut down the

building's air handling system

6. Ensure person's who have come in direct contact with the hazardous substances are washed

and cleaned. See First Aid Team responsibilities

7. The School, or affected areas, will not reopen until the County HazMat or appropriate

agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures

2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated

area; specify those who may have had actual contract with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin

2. Remove and contain all contaminated clothes

3. Segregate individuals that have been contaminated “topically” by a liquid from unaffected

individuals (isolation does not apply to widespread airborne releases)

4. Provide additional medical attention as needed

Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration

2. Keep students away from the animal (return to classroom, secure all entrances to classroom,

etc.)

IC Responsibilities

1. Call 911 and/or Animal Control

2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside,

students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a “Clear the Room”

procedure. This procedure includes step-by-step instructions of what to do should a student

begin to throw things or attach other students or staff.

2. “Clear the Room” procedures should state to which teacher the students should report.

3. The receiving teacher will notify the office immediately.

4. The teacher must stay with the disruptive student until assistance arrives.

5. Students will not return to their classroom until notified by sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.

2. Assist the teacher with the student.

3. Involve other staff as necessary.

4. Call 911 if situation does not abate.

5. Notify the School Counselor/Psychologist or outside agency.

6. Review each plan and require that the plan be practice so that students will know what to do

Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the “Clear the Room” plan.

2. Develop and alternate plan for when receiving teacher is not in the room.

3. Instruct students as to their roles if plan is implemented.

4. Stay with the out-of-control student.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!

2. Administer emergency first aid

3. Notify the IC

4. Stay with the victim until help arrives

5. Limit access to the immediate area until police arrive (treat as a crime scene)

6. Prepare an informational flyer for parents of the students in the victim’s class

7. Notify the Carter Board

8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles

County Department of Mental Health or contracted service provider).

IC Responsibilities Actual

1. Assess the situation

2. Direct that 911 be called

3. Declare a Lock Down-Response

4. Direct that appropriate notifications are made

5. Isolate all witnesses; if they are students, notify their parents

6. Direct that personal property of the victim is secured. This includes items in the

classroom and in locker

7. If victim has siblings in your school, bring them to a secure area until their parents

arrive at the school

8. If victim has siblings in other area schools, notify their administrators 9. Be Prepared to deal with the media

10. Arrange for counselors for s students and staff

11. Make contact with parents of deceased student

Attempted

1. Assess the situation

2. Direct that appropriate notifications be made

3. If required, call 911

4. Deal with siblings set forth above

5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief

staff

6. Arrange for additional counselors if needed

Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.

2. Administer first aid/CPR (if knowledgeable)

3. Secure the area until an administrator arrives on the scene

4. Once Relieved, teacher responds to his or her classroom and maintains order

Rumors

1. Treat all verbal and written threats as a serious matter

2. Immediately notify the IC about the information

3. Assist in the evaluation of the threat with other staff

Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures

2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office

3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence

4. Teachers should recall students in hall, lock doors, and remain with their classes at all times

5. When the trespasser has registered in the office, has fled or been escorted from the scene,

make a P.A. announcement that the Lock-Down situation has ended, by announcing an “all

clear”

6. Notify the Charter Board

7. Prepare for possible media coverage

8. Consider formulating an informational flyer for parents

Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom

2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to

the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted

3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)

4. If school has caller ID, note the number from which call was made

5. Notify Main Office/Building Administration

6. If threat is written, place it in an envelope or plastic bag

7. Prepare media statement flyer to inform parents

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary

2. If threat is deemed valid:
   - Call 911 – advise building is being evacuated because of a bomb threat
   - Activate SERT
   - Turn off school bell system Don’t use PA system
   - Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school

4. In consultation with police/fire officials, determine when it is safe to reenter the school

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room

2. Proceed to pre-designated evacuation point with class roll book

3. Maintain control of students and advise SERT of any missing children

4. Do not reenter the building until directed to do so by a SERT member or someone in

authority

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

IC Responsibilities

1. Upon notification of a device found:

- Call 911 – advise building is being evacuated because of suspected bomb

has been discovered if possible, give a description of the device
- Activate the SERT
- Turn off the school bell system
- Turn off all two-way radios
- Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:
- Classroom in which the device is located
- Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance

2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation

3. In consultation with police/fire/bomb disposal officials, determine when t is safe to reenter the building

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book

2. Maintain control of students and advise SERT of any missing or unaccounted for students https://secure.doctracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553

3. Do not enter the school until directed to do so by an SERT or police/fire authority

Public Agency Use ofSchool Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).) GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter

School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Critical Components of Expulsion Packets

If Law Enforcement is confiscating an item of evidence, then you must take a color photo of the evidence, obtain a property receipt from the officer, and have

the officer sign the Chain of Evidence document from the Expulsion Packet prior to relinquishing the evidence to the officer.

For cases involving Drugs, Mood Altering Substances and Unauthorized Substances, proof positive of the alleged substance must be provided within the expulsion packet as evidence to support the alleged charge. Whenever possible, have Law Enforcement complete a drug/substance kit, and/or issue a property receipt, to verify status of evidence as another specific unauthorized substances. Make a concerted effort to secure a statement from the offending student prior t removal from campus by Law Enforcement.

Recommendation for Expulsion Packets submitted to TEACH Public Schools and or LAUSD must be complete and include all evidence pertaining to the case to avoid delays in

scheduling of a Pre-expulsion Conference. DO NOT return evidence to the student, parent or guardian. When possible, obtain witness signatures on administrative statements. Remove date and time stamps that have been automatically generated by electronic devices such as printers or cameras from all articles included within the expulsion packet. Completed "Notification of

Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion,

rehabilitation plan, reinstatement notice with eligibility date and instructions for providing

proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-

expulsion IEP. If the student is eligible for Section 504 accommodations, documentation that Charter School

conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's

disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

This Pupil Suspension and Expulsion Policy has 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 describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. 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 and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, 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 and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the 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 policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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. 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 1105311058, 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.

g) Stole or attempted to steal school property or private property.

h) 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 his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

c) Unlawfully possessed, used, sold 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 1105311058, 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. g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

ii.

i. A message, text, sound, or image.

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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

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 pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or 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 committed by the student. In addition, the notice may also state the date and 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 Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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 person 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 determination 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Special Procedures for the Consideration of Suspension and Expulsion 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, 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 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, 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 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 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 IDEA 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 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 IDEA- 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the The TEACH Public School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor. To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The TEACH Public School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

(a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12) E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A)Serious physical injury

(a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person (c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive

(E) Sexual Harassment Policies (EC 212.6 [b])
Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace that is free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years there after. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the

"Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LA Leadership policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment.

TEACH Public Schools will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TEACH Public Schools is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TEACH Public Schools complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit www.dfeh.ca.gov or you can contact the Fair Employment Housing Commission at www.fehc.ca.gov. Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit www.eeoc.gov. Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TEACH Public Schools will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's

academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions

affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic

performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;

2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;

3. Consider immediately informing anyone harassing him/her that the behavior is offensive and

unwelcome.

4. Report all incidents of discrimination or harassment to the Principal;

5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or

unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is

offensive and must stop. If the objectionable behavior does not cease immediately, the student

must report the harassment to the Principal.

2. The student alleging harassment will be asked to complete a formal, written complaint. The claim

will be investigated thoroughly, involving only the necessary parties. Confidentiality will be

maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that

person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TEACH Public Schools employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.
Certificated staff must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and should not conduct personal business during the school day.
As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. Students are expected to maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

Student dress shall always be the prescribed uniform. Attire which can be readily associated with a criminal street gang, or criminal street organization is prohibited during school and school sponsored functions and at all times when representing TEACH Public Schools.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
During normal school hours our school has one entry gates (Alley off of Century Blvd., just east of Western Ave.) for all students to enter through and line up with their classroom teachers. Students may arrive at 8:00AM for breakfast. Staff will open the school and all staff will be positioned to greet the students as they enter the gates onto the enclosed school yard. Official arrival time for instruction is at 8:30AM.

The principal and staff will supervise the front of the school and school yard during morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 2:45pm on Mondays, Tuesdays, Thursday and Fridays. On Wednesdays, school dismissal is at 1:00pm for staff professional development. Minimum Day dismissal is at 12:30pm.

All staff members and community-based Safe Passage Organization staff monitor the safe entry and exit of students. TK and Kindergarten students will exit through the Alley gate off of Century Blvd., just east of Western Ave. and Grade 1 students exit through the Century Blvd. and Hobart Blvd. gate. The principal circulates back and forth to both exit gates during dismissal and staff uses walkie-talkies to communicate as necessary.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Create and maintain a caring and connected school climate

Element:
Goal(s): To Increase Parent involvement at TEACH Public Schools

Opportunity for Improvement:
Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide opportunities for parents to participate and be involved in the school culture and community	Coffee with the Principal, Parent workshops, Parent Potluck, Parent Conferences, Way to Go Wednesday Assemblies, School Newsletter	Varies based on the events / activities	Principal & Office Manager	Surveys

Component:
Create and maintain a caring and connected school climate

Element:
Increase supervision staff in order to maintain a safe campus

Opportunity for Improvement:
Increase the number of staff who supervise student during snack recess, lunch, and dismissal

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the number of staff who supervise student during snack recess, lunch, and dismissal	Hire additional staff as allowed per executive team authorization	Need for additional staff	Administration/Executive Team	School Safety Survey

Component:
Create and maintain a caring and connected school climate

Element:
Decrease the number of incidents in the community near the campus wherein student safety is compromised

Opportunity for Improvement:
Create partnerships with community members and Safe Passage staff to increase adult presence in the areas near the campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create partnerships with community residents and merchants to increase overall protection and student safety near the school site	Meetings and conversations to discuss concerns and strengthen partnerships for safety support	All staff and Community members, merchants, leaders and residents interested in student safety	Principal & Office Manager	Surveys, ongoing conversations

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Student Conduct Code

Conduct Code Procedures

The fundamental belief that was operating at the creation of TEACH and its discipline structure is that one of the major functions of education is the preparation of youth for responsible citizenship. TEACH Public Schools shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, all TEACH schools shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide TEACH schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in TEACH charter petition, the policies and procedures for suspension and expulsion of TEACH students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers as places for "time out/calm down/cool down";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or

All TEACH school employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.

2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any TEACH school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. A teacher's suspension must be related to student safety and is subject to the approval of the principal.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The President or his/her designee may extend a student's suspension pending final decision by the School Board of Directors on a recommendation for expulsion.

4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the School Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within TEACH in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- Physical Injury: Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- Weapons, Explosives, Dangerous Objects: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- Controlled Substances/Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.

- Substances in Lieu of Controlled Substances: Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- Robbery or Extortion: Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- Damage to Property: Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- Theft of Property: Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- Tobacco: Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- Obscenity/Profanity: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- Received Stolen Property: Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- Imitation Firearm: Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- Definition of Imitation Firearm: a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- Sexual Assault/Sexual Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code

243.4.)

- Harassment of Witness: Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- Sexual Harassment: Committed sexual harassment. (Ed.Code 48900.2)
- Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
- Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- Intentional Harassment: Created a hostile educational environment (Ed.Code 48900.4)

- Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) Definition of Terrorist Threat: includes 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 ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:his or her own safety, his or her immediate family's safety, the protection of school property, and/or

the personal property of the person threatened or of his or her immediate family.

- Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed.

Code 48901.5)

- Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of TEACH for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the TEACH Board of Directors – Executive Committee ("TEACH Executive Committee").

In the event that a student is recommended for expulsion from school, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. TEACH will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The School Board of Directors, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the School Board of Directors determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses:

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the School Board of Directors must expel the student.

- Possessing, selling or otherwise furnishing a firearm when an TEACH School employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and

Safety Code, or

- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, TEACHmay, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

TEACH Public Schools believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Public Schools are taught and expected to follow the discipline guides as set forth by the Board of Directors:

Responsibility
- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness
- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort
- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes
- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Public Schools believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

(J) Hate Crime Reporting Procedures and Policies

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TEACH Public Schools programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TEACH Public Schools District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TEACH Public Schools: Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, TEACH Public Schools policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The Executive Director or designee will ensure that the student handbook clearly describes TEACH Public Schools nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TEACH Public Schools policy may also be posted on the school website or any other location that is easily accessible to students. AR5145.3

General Provisions 1. Definitions

a. TEACH Public Schools participant: any individual involved in TEACH programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.

b. TEACH Public Schools staff member: any TEACH Public Schools employee.

c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.

d. Complaint: a statement regarding how a TEACH program or activity is run or how a TEACH Public Schools participant was treated while involved in a TEACH PS program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery
(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. “Harassment” occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TEACH programs or activities. (c) Denial of educational opportunities (d) Abuse or neglect (e) Inaccurate student records
(2) In accordance with the Uniform Complaint Procedure,TEACH Public Schools will assist in referring certain complaints to specified agencies.
e. Concern: a statement regarding how a TEACH program or activity is run or how a TEACH participant was treated while involved in a TEACH program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
f. Target: TEACH Public Schools participant who is the target of discriminatory behavior.
g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.
Notice of TEACH Public Schools
1. Each TEACH Public Schools site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.
4. Notice may also be provided by:
a. Publication in local newspapers, newsletters or magazines operated by TEACH Public Schools or the site.
b. Distribution with other written communications to TEACH participants and their parents.
c. Incorporation in mandatory Health Education classes.
d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.
Procedure for Filing a Concern or Complaint
1. TEACH Public Schools encourages any student who has a concern or complaint about alleged discrimination in how a TEACH Public Schools program or activity is run to report the concern/complaint to th Principal or administrator.
2. The TEACH Public Schools staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TEACH Public Schools staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TEACH should make this report to a TEACH Public Schools staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
(2) If a complainant confides in another TEACH Public Schools participant that s/he believes s/he has complaint or concern, the TEACH PS participant is encouraged to support the complainant in reporting the misconduct to the school.
c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
(1) When the misconduct occurred
(2) Who was involved (as a complainant, as a PCQ, as a witness)
(3) Where the incident occurred
(4) What happened
(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.
e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.
(1) The complainant is not required to take this step.
(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.
4. Confidentiality
a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.
(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
(3) The parent/guardian of the complainant should also be notified.
b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.
c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence
(2) If retaliation is substantiated, or proven, and if the retaliator is TEACH Tech staff, the retaliator is subject to disciplinary measures under Personnel Policies.
Investigations of Complaints
1. TEACH Public Schoolstreats student complaints seriously.
a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s).
(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
(4) The number of related incidents. (5) The location of the incidents.
(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant). (7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
(8) Any prior substantiated complaints
(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.
f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress. (1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TEACH Public Schools is required by law to continue, or where sufficient information has been gathered to show a problem, TEACH Public Schools shall move forward with appropriate corrective action without the complainant's participation.
(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:
(1) A description of the incident
(2) The complainant's claims
(3) The PCQ's response
(4) The results of the investigation's fact-finding:
(a) The results should include all investigated facts and evidence from the factors listed above.
(b) The investigator should include all documents relevant to the complaint and investigation.
(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings (a) The facts will be reviewed impartially.
(b) The investigator will prepare a conclusion for each of the complainant's claims.
(c) Conclusions will be directly tied to the underlying facts supporting them.
(d) Conclusions will clearly state whether or not misconduct occurred.
(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.
2.TPS will maintain records of all investigations into misconduct claims.
a. These records will be confidential.
b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.
Consequences
1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
a. A written warning
b. A formal written apology from the PCQ to the complainant
c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
4. Appeal of determination of misconduct
a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
5. Unsubstantiated complaints
a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TEACH Public Schools staff shall assist the Target by providing contact information.
6. If the PCQ is a TEACH Public Schools staff member, refer to Personnel policies regarding employee discipline.
7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Safety Plan Review, Evaluation and Amendment Procedures

The plan will be monitored by administration with discussion at the SWPBIS team meetings, team meetings, and School Site Council meetings.

The goal for component 1: Students will understand and consistently follow the behavioral expectations. Objective: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use.

Procedures/Actions:

- Character PIllar/Awards Assemblies done monthly for Way to Go Wednesdays
- RAMS Tickets (daily and weekly positive behavior incentives/rewards for students)
- Weekly Progress Note home to Parents/parent communication & conferences to reinforce positive behavior plans for students
- Staff In-Service and professional development on safety and SWPBIS strategies

Safety Plan Appendices

Emergency Contact Numbers

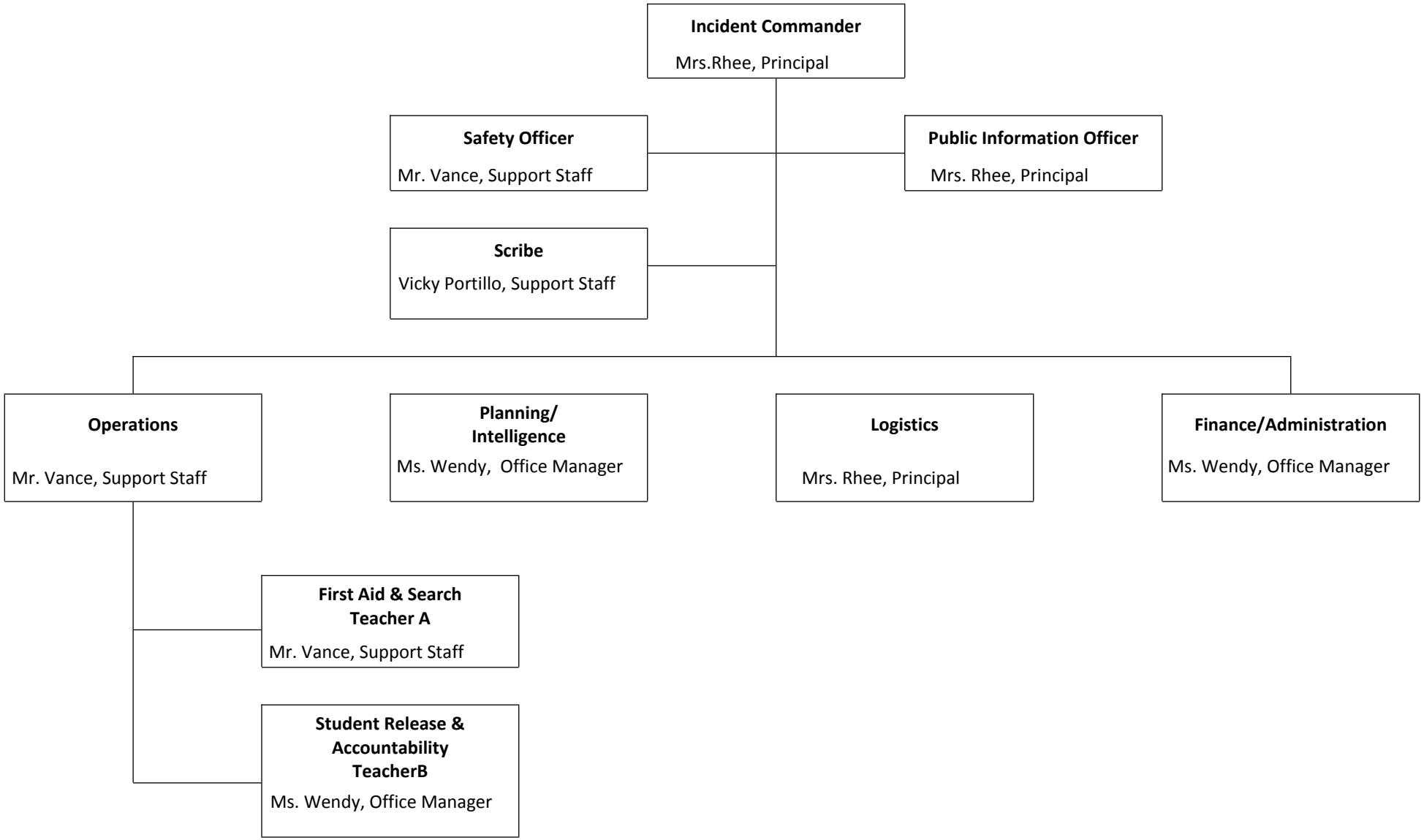
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	(323) 820-6700	
Public Utilities	Los Angeles Department of Water & Power	(800 DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	(310) 532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	(323) 872-0808	LAUSD (213) 241-1000
Other	US Department of Homeland Security	(800) 375-5283	
Other	Federal Bureau of Investigation	(310) 477-6565	
Radio Station	Radio Station	(212) 975-8014	
Emergency Services	Psychiatric Emergency Team	(213) 738-4924	
Other	Crisis Response	(800) 733-2767	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plans are submitted by March 1st to the TEACH Public Schools home office who keeps the documentation. Additional copies are available at the school office for review.	March 1st of current school year	
Law enforcement agency consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current school year	
Plan written and developed by a school site council (SSC) or a safety planning committee.	March 1st of current school year	
School safety plan will be communicated to the public during parent meetings.	Beginning of school year (first quarter)	
Safety Planning Committee/SSC identifies areas of need/focus for improvement and enhancement.	March 1st of current school year	
Safety Planning Committee/SSC reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current school year	
Emergency Drills to occur monthly with the assistance of the Director of Facilities and Maintenance.	Set for various dates of each month	See attached Emergency Date List

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Incident Command System



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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
A.1 INCIDENT COMMANDER

Primary: Mrs. Rhee, Principal

Alternate: Vance, Support Staff

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

Start up actions:

- Obtain you personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives. Open and maintain a position log.

Ongoing operational Duties:

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed.
- Establish contact with Los Angeles Unified School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment and Supplies:

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2 Safety Officer

Primary: Mr. Vance, Support Staff

Alternate:Vicky Portillo, Support Staff

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Safety Officer Supplies/ Equipment:

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

A.3. Public Information Officer

Primary: Mrs.Rhee, Principal

Alternate: Ms. Wendy, Office Manager

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.
- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

Start up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
- Reassurance
- Incident or disaster cause and time of origin
- Size and scope of incident
- Current situation e.g. condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete at truthful, always considering and emotional impact. Avoid speculation, bluffing, lying, and talking ‘off the record” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marking pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

A.4. Liaison Officer

Primary: Mrs. Rhee

Alternate: Ms. Wendy

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

Closing Down:

- At he Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

OPERATIONS SECTION

B.1 OPERATIONS SECTION CHIEF

Primary: Mr. Vance

Alternate: Ms. Lopez

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

B.2 Security Team Leader

Primary: Mr. Vance

Alternate: Vicky Portillo

Assess, identity and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

Operational Duties:

- Coordinate activities of Site Security Team.
- Verity the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3 Search and Rescue Team Leader

Primary: Mrs. Rhee

Alternate: Mr. Vance

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to

Logistics.

- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.4 Search and Rescue Teams

Team #1 Mrs. Rhee, Mr. Vance

The Search and Rescue Team (SR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5 Medical Team Leader

Primary: Ms. Lopez

Alternate: Ms. Wendy

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injures in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils

Duct tape

Masking tape

Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

B.6 Medical Teams

Team #1

Primary: Ms. Lopez

Alternate: Ms. Vicky

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

Start Up Actions:
- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

Operational Duties:
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference- do not send with victim.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

Triage Entry Area:
- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim's names on form and sends forms to CP as completed.

Treatment Area:
- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate. Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

Closing Down:
- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.7 Student Care Team Leader: Mrs. Rhee

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.
- If school is evacuating:
- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/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 Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

Closing down:

Close shelter per direction of Operations Section Chief.

Return equipment and reusable supplies to Logistics.

When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8 Student Care Teams

Team #1 Mr. Vance

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Equipment/ Supplies

- Vest
- 2 way radio Ground cover Tarps

First aid kit

Water

Food

- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9 Student Release Team Leader

Primary: Mr. Vance

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team ”Procedures” for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10 Student Release Team

Primary: Ms. Wendy

Spanish Ms. Lopez

Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.

- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the “out” box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student’s name on it in the “out” box.
- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don’t argue. Note time with appropriate comments on Emergency Card and place in “out” box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, “Sent with runner.”
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:

“Absent” if student was never in school that day.

“First Aid” if student is in Medical Treatment Area.

“Missing” if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

Close Request and Release tables when directed by Student Release Team Leader.

Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.

Return all equipment to Logistics.

- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies
- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING SECTION

C.1 PLANNING SECTION CHIEF

Primary: Mrs. Rhee

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:
- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:
- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down:
- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens

File Box

Job Description clipboard

Forms:Situation/Status Report

Situation/ Status Update

Check in with Planning for situation briefing.

- Obtain necessary equipd supplies from Logistics.

Operational Duties

Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils
- File boxes
- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

C.3 Documentation Unit

Primary: Ms. Wendy

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start up Actions:

- Check in with Planning Chief for situation briefing.

- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither , the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Maintain time log of the incident, noting all actions and reports.

Record content of all communication with XXX School District Emergency Operations Center (EOC). Record verbal communication for basic content.

- Log in all written reports.
- File all reports for reference.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

C.4 Situation Analysis Unit

Primary: Mrs.Rhee/Matt Brown

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies form Logistics.
- Put on position identifier, such as vest or hat.

Operational Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.

- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

Situation Analysis:

- Provide current situation assessments based on analysis if information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

Close out all logs and turn into Documentation.

Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS SECTION

D.1 LOGISTICS SECTION CHIEF

Primary:Jimmy Morales

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

Closing Down:

- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard

- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit

Primary: Jimmy Morales

This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start Up Action:
- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.

Begin distribution of supplies and equipment as needed. Set up the Command Post.

Operational Duties:
- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

Closing Down:
- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Supplies/ Facilities Unit Equipment/ Supplies
- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.3 Staffing Unit

Primary: Mrs. Rhee/Matt Brown

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident.

Start Up Actions:
- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:
- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sing in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies
- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.4 Communications Unit

Primary: Mrs. Rhee

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:
- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:
- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:
- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies
- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

D.5 Transportation Unit

Primary: Matt Brown

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.

  Arrange for return of vehicles to vendors.

Make sure all equipment and reusable supplies are safely and securely stored.

- Close out all logs, messages forms, etc and turn them over to Documentation. Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

FINANCE/ADMINISTRATION SECTION

E.1 FINANCE/ADMINISTRATION SECTION CHIEF

Primary: Matt Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

Operational Duties:

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Finance/Administration Equipment/ Supplies
- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

E.2 Recordkeeping Unit

Primary: Mrs. Rhee

The Record keeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

Start Up Actions:
- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

Operational Duties:
- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

Closing Down:
- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

Record keeping Unit Equipment/ Supplies
- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

9. XXX SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES
- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct

- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

Step Two: Identify the Level of Emergency
What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action
Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action
Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and the Los Angeles County Sheriff and provide the exact location (e.g., building or area) and nature of emergency. The School Administrator will call the office of the District Superintendent.
5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in condition.

Animal Disturbance

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

Armed Assault on Campus

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

Procedure

1. Upon first indication or armed assault, school personnel immediately call 911. School site security team are to be notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lockdown Procedures
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lockdown, staff will:

a. Explain that there is an emergency

b. Lock all classroom doors
c. Have students lie on floor, behind or underneath solid objects
d. Close blinds stay away from windows
e. Control all cell phone activity
f. Remain in classroom until personally advised to move by administration or law enforcement 7. If students are not in class at time of Lockdown, staff will:
a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene
11. Staff is not to act upon bells or PA messages without this personal notification

Biological or Chemical Release
Chemical Spill/ Incident If Indoors:
1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:
1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building
Scenario 2: Substance released outdoors and localized
Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures
1. Evacuate the building
2. Notify Main Office Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Signal for the building to be evacuated

2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 2: Substance Released Outdoors and Localized

General Procedures
1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate students away from the affected area, as directed by the IC
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities
1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lockdown (Soft) 2. Direct all students and staff who are outside when the Lockdown (Soft) is declared to return to their classrooms or other designated space
3. Call 911 and advise them of the school's response to the event
4. Contact the Alliance Home Office
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems
7. Turn on a radio or television station to monitor information concerning the incident
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

Bomb Threat/ Threat Of violence
Lockdown/Shooting Incident
If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat
There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:
1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:
1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion
If indoors:
1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide
1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone TEACH headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated “administrator”, including a review of risk factors.
3. Parents must be informed of the student’s actions or expressions of intent.

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

General Procedures
1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, location placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement and flyer to inform parents

IC Responsibilities
1. Evaluate the bomb threat and determine if building evacuation is necessary 2. If threat is deemed valid:
a. Call 911 – advise building is being evacuated because of a bomb threat b. Activate SERT
c. Turn off school bell system
d. Don’t use PA system

e. Turn off all two-way radios
3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school
NOTE: Do not utilize the fire alarm system to evacuate the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with emergency back pack
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

Device Found
Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

IC Responsibilities
1. Upon notification of a device found:
a. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
b. Activate the SERT
c. Turn off the school bell system
d. Turn off all two-way radios
e. Do not use the fire alarm system to evacuate the building
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
a. Classroom in which the device is located
b. Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with emergency back pack
2. Maintain control of students and advise SERT of any missing or unaccounted for students
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

Bus Disaster
TEACH Prep Elementary School does not provide buses. In situations where buses are provided to students independent contractors are hired and responsible for student safety. TEACH PS provides the following guidelines for bus emergencies: Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.
Use this Emergency Plan as a guide as you assess the emergency situation. It will help you determine the courses of action that will best address the threat or hazard you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. These procedures apply to student activity trips and regular school bus routes.

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Los Angeles County Sheriff and or other response agencies, PET Team, depending upon the assessed need and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation.

Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Earthquake If indoors:

1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.

a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large movable objects, such as bookcases; or outside doors and walls.

b. With one arm, HOLD on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you; be prepared to move with it. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

c. Rest your head on one arm and place your other arm over the base of the head and neck.

2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

When outdoors, stay outside.

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration.

1. Move away from buildings and overhead wires or structures
2. Lie down or crouch low to the ground. Drop to the ground on your knees and make the body as small as possible

a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.

b. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.

3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures
4. Look out for dangers that demand movement.
5. Be prepared to duck and cover again due to after shocks.

Staff to follow emergency procedures previously described

Walking to or from school facilities

If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Teacher responsibilities during the evacuation

The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom (search & rescue team members or first responders will remove injured students/staff). Students with minor injuries are to be moved out of the classroom with the class.
1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary
6. Door is to be left open during an earthquake disaster

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.
1. Anyone who is 'injured but mobile' should be escorted to the assembly area
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders
3. Leave all 'dead' where they are

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Explosion or Risk Of Explosion
This section addresses four possible scenarios involving an explosion or risk of explosion:
Scenario 1: Explosion on school property
Scenario 2: Risk of explosion on school property
Scenario 3: Explosion or risk of explosion in a surrounding area
Scenario 4: Nuclear blast or explosion involving radioactive materials (a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout)

It is important to first determine which scenario applies and then implement the appropriate response procedures.

Scenario 1: Explosion on School Property
General Procedures
1. Call 911
2. Initiate Duck, Cover and Hold procedures
3. Consider the possibility of another imminent explosion and take appropriate action
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lockdown or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff
11. Limit the use of electronic and motorized devices – no open flames
12. Attempt to suppress fires with extinguishers

? Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

Scenario 2: Risk of Explosion on School Property

General Procedures
1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

Fire in Surrounding Area
IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes
If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:
1. Turn off the gas and electricity service
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Fire on School Grounds

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits)
2. Ensure the location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activation of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

Fire Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
3. The IC is to be notified immediately
4. Members of the Search Team or IC designee will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. The IC will form a Command Post at the evacuation site.

a. Direct that the necessary agency contacts be made

b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:

? Red Card - Missing Students/Need Assistance

? Green Card - All Students Present

6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. First aid is rendered as necessary
8. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible, and exit the building immediately.
9. Access roads are kept open for emergency vehicles
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures
11. Students and staff will not return to the school building until fire department officials declare the area safe

Flooding

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

Electrical Failure

1. Principal and/or custodian notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.

2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Motor Vehicle Crash
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the Biochemical or Chemical Release section.

General Procedures
1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid

Psychological Trauma
Crisis management at TEACH PS specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Contact the Director of Student Services at the TEACH Prep Elementary for specific procedures relating to crisis management.

Procedure

1. The School Administrator will activate the School Psychological First Aid Team, (Principal, School Counselor, Parent/Family Coordinator, RSP Teacher) which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.

3. The Psychological First Aid Team will provide direct intervention services.

4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.

6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services(Office Manager).

Administrator will determine if they need to call “911.”

3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

- Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?
- Support staff and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Comprehensive School Safety Plan
SB 187 Compliance Document

2020-21
School Year

School: TEACH Academy of Technologies

CDS Code: 647330122242

District: TEACH Academy of Technologies

Address: 10000 S. Western Avenue
Los Angeles, CA 90047

Date of Adoption: July 2020

Approved by:

Name	Title	Signature	Date
Raul Carranza	Superintendent		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at 10000 S. Western Avenue, Los Angeles, CA 90047.

Safety Plan Vision
TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY
Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning

Self-Monitoring Tool
California Department of Education – July 2020
Comprehensive School Safety Plan
California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	X	
2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	X	
3. The Comprehensive School Safety Plan includes, but is not limited to: **a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:** • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data **b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.**	X	
4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	X	
5. The Comprehensive School Safety Plan must include all of the following:		
• Child Abuse Reporting procedures	X	
• Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	X	
• Earthquake emergency procedures that include: 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake 5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	X	
• Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	X	
• Policies and procedures which lead to suspension and/or expulsion.	X	
• Procedures to notify teachers of dangerous pupils.	X	
• Policy prohibiting discrimination, harassment, intimidation, and	X	

bullying.		
• Provisions of any school site dress code, including prohibition of "gang-related" apparel.	X	
• Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	X	
• Procedures that create a safe and orderly environment conducive to learning at the school.	X	
• Access to the school campus (visitors).	X	
• The rules and procedures on school discipline.	X	
• Crisis Response Plan.	X	
• Hate crime reporting procedures and policies.	X	
6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	X	
7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	X	
8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	X	
9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	X	
10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	X	

Components of the Comprehensive School Safety Plan (EC 32281)

TEACH Academy of Technologies Safety Committee
Leadership Team and Teacher

Assessment of School Safety
Self Monitoring Tool and Leadership Meeting

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Safe School Planning Education Codes
200. It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.
(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.
(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.
(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools
and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its
regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:
(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.
(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:
(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.
(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.

(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
(c) Publicized antidiscrimination, antiharassment, anti-intimidation, and antibullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
(d) Provided, incident to the publicizing described in subdivision (c), to certificated schoolsite employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing schoolsite and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. Schoolsite resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received antibias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.
(e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
(f) Maintained documentation of complaints and their resolution for a minimum of one review cycle.
(g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
(h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
(A) The principal or the principal's designee.
(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.
(D) One classified employee who is a representative of the recognized classified employee organization.
(E) Other members, if desired.
(3) The schoolsite council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.
(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.
(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.
(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.
(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.
(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.
(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.
(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
(1) Assessing the current status of school crime committed on school campuses and at school-related functions.
(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.
(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school.
(I) The rules and procedures on school discipline adopted pursuant
to Sections 35291 and 35291.5.
(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.
(c) Each schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.
(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:
(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:
(A) While on school grounds.
(B) While going to or coming from school.
(C) During a lunch period whether on or off campus.
(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.
(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.
(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:
(a) Notify the school district or the county office of education in which the willful failure has occurred.
(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.
(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:
(A) The local mayor.
(B) A representative of the local school employee organization.
(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent teacher clubs.
(D) A representative of each teacher organization at the schoolsite.
(E) A representative of the student body government.
(F) All persons who have indicated they want to be notified.
(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:
(A) A representative of the local churches.
(B) Local civic leaders.
(C) Local business organizations.
(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Department of Children and Family Services
425 Shatto Place, Los Angeles, CA 90020
Headquarters' Receptionist: (213) 351-5572.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)
Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the
?choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)
A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

Procedure During Class Time:

1. Students exit classrooms and WALK in orderly lines.

2. Students evacuate the building by designated routs to the assembly area (see evacuation map)

3. NO TALKING IS PERMITTED

4. Teachers:

a. Take your EMERGENCY FOLDER and attendance.

b. Check that all students are out the classroom.

c. Check that all exits are clear.

d. Close the classroom door. DO NOT LOCK (Later entry may be required)

5. In assembly area, teacher takes roll and accounts for each child.

6. Students in classroom other than their own are to remain with that class until given permission to rejoin their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given.

Procedure Used Before School During Lunch and Nutrition

1. Students WALK to the assigned place on the yard where they meet their ADVISOR.

2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.

2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

Earthquake Procedures

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Environmental Hazards

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures:

1. Evacuate the building

2. Notify Main Office/Administration

3. Turn off all fans in the area of he release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated

2. Call 911

3. Contact the Charter Board

4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas

5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors and shut down the building's air handling system

6. Ensure person's who have come in direct contact with the hazardous substances are washed\and cleaned. See First Aid Team responsibilities

7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures

2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contract with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin

2. Remove and contain all contaminated clothes

3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)

4. Provide additional medical attention as needed

Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff:

General Procedures

1. Notify office and administration

2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control

2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a “Clear the Room” procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attach other students or staff.

2. “Clear the Room” procedures should state to which teacher the students should report.

3. The receiving teacher will notify the office immediately.

4. The teacher must stay with the disruptive student until assistance arrives.

5. Students will not return to their classroom until notified by sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.

2. Assist the teacher with the student.

3. Involve other staff as necessary.

4. Call 911 if situation does not abate.

5. Notify the School Counselor/Psychologist or outside agency.

6. Review each plan and require that the plan be practice so that students will know what to do

Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the “Clear the Room” plan.

2. Develop and alternate plan for when receiving teacher is not in the room.

3. Instruct students as to their roles if plan is implemented.

4. Stay with the out-of-control student.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!

2. Administer emergency first aid

3. Notify the IC

4. Stay with the victim until help arrives

5. Limit access to the immediate area until police arrive (treat as a crime scene)

6. Prepare an informational flyer for parents of the students in the victim's class

7. Notify the Carter Board

8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

IC Responsibilities Actual

1. Assess the situation

2. Direct that 911 be called

3. Declare a Lock Down-Response

4. Direct that appropriate notifications are made

5. Isolate all witnesses; if they are students, notify their parents

6. Direct that personal property of the victim is secured. This includes items in the classroom and in locker

7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school

8. If victim has siblings in other area schools, notify their administrators

9. Be Prepared to deal with the media

10. Arrange for counselors for s students and staff

11. Make contact with parents of deceased student

Attempted

1. Assess the situation

2. Direct that appropriate notifications be made

3. If required, call 911

4. Deal with siblings set forth above

5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff

6. Arrange for additional counselors if needed

Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.

2. Administer first aid/CPR (if knowledgeable)

3. Secure the area until an administrator arrives on the scene

4. Once Relieved, teacher responds to his or her classroom and maintains order

Rumors

1. Treat all verbal and written threats as a serious matter

2. Immediately notify the IC about the information

3. Assist in the evaluation of the threat with other staff

Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures

2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office

3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence

4. Teachers should recall students in hall, lock doors, and remain with their classes at all times

5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an “all clear”

6. Notify the Charter Board

7. Prepare for possible media coverage

8. Consider formulating an informational flyer for parents

Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom

2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted

3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)

4. If school has caller ID, note the number from which call was made

5. Notify Main Office/Building Administration

6. If threat is written, place it in an envelope or plastic bag

7. Prepare media statement flyer to inform parents

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary

2. If threat is deemed valid:
- Call 911 – advise building is being evacuated because of a bomb threat
- Activate SERT
- Turn off school bell system
- Don't use PA system
- Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school

4. In consultation with police/fire officials, determine when it is safe to reenter the school

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room

2. Proceed to pre-designated evacuation point with class roll book

3. Maintain control of students and advise SERT of any missing children

4. Do not reenter the building until directed to do so by a SERT member or someone in authority

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE

DEVICE

IC Responsibilities

1. Upon notification of a device found:
- Call 911 – advise building is being evacuated because of suspected bomb has been discovered if possible, give a description of the device
- Activate the SERT
- Turn off the school bell system
- Turn off all two-way radios
- Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:
- Classroom in which the device is located

- Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance

2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation

3. In consultation with police/fire/bomb disposal officials, determine when t is safe to reenter the building

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book

2. Maintain control of students and advise SERT of any missing or unaccounted for studentshttps://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553

3. Do not enter the school until directed to do so by an SERT or police/fire authority

Public Agency Use ofSchool Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).) GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion,

rehabilitation plan, reinstatement notice with eligibility date and instructions for providing

proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in

compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-

expulsion IEP

- If the student is eligible for Section 504 accommodations, documentation that Charter School

conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's

disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A descriptio

of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

This Pupil Suspension and Expulsion Policy has 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 describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. 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 and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, 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 and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the 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 policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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. 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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.

g) Stole or attempted to steal school property or private property.

h) 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 his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

c) Unlawfully possessed, used, sold 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. g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and 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:

ii.

i. A message, text, sound, or image.

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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

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 pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or 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 committed by the student. In addition, the notice may also state the date and 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 Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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 person 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 determination 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Special Procedures for the Consideration of Suspension and Expulsion 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, 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 alterative 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 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, 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 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 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. TPS District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

(a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A)Serious physical injury

(a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person
(c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive
If you have any questions or want more information, please see me.

(E) Sexual Harassment Policies (EC 212.6 [b])
Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, upto, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as: Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate TPS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment.

TPS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TPS complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit www.dfeh.ca.gov or you can contact the Fair Employment Housing Commission at www.fehc.ca.gov. Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit www.eeoc.gov. Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TPS will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;

2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;

3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.

4. Report all incidents of discrimination or harassment to the Principal;

5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.

2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TPS employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.

You must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and you should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
During normal school hours our school has one walking entry gate (Western Avenue). Students may arrive at the primary school and middle school at 7:30 am. Students may arrive at school as early as 7AM. Official arrival time for the school is 7:55. Students will go into the first floor or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 3:05 pm on Mondays, Tuesdays, Thursdays and Fridays. On Wednesdays school dismissal is at 1:00 pm for staff meeting or professional development. The Minimum Day schedule is the same as the Thursday schedule.

For the high school the regular school day ends at 3:05 on Monday, Tuesday, Thursday, and Friday. On Thursdays dismissal is at 1:00.

All staff members and parent volunteers monitor the safe exit of students. The 5th-8th grade students will exit through the Western Ave. gate (front of the school), For the 7th and 8th grades, all students exit via the front gate (Western) and are supervised for safe passage by the school security personnel and the assistant principal or designee.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Create and maintain a caring and connected school climate

Element:
Goal(s): To Increase Parent involvement at TEACH Public Schools

Opportunity for Improvement:
Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Provide opportunities for parents to become involved with the school culture and community	Coffee with the Principal - Monthly	Continental Breakfast	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Parent workshops - Monthly	Varies by workshop	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys
	Volunteer Opportunities	Safety Vests, badges	Person(s) responsible for implementation: Parent Coordinator/Student Service Center Personnel, Administration	Surveys

Component:
Create and maintain a caring and connected school climate

Element:
Goal(s): Increase supervision in order to maintain a safe campus

Opportunity for Improvement:
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school and courtyard	Faculty and Staff	Person(s) responsible for implementation: Parent Coordinator/Student Success Center Staff, Administration	Evaluation guidelines: School Safety Survey

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

TEACH Academy of Technologies Student Conduct Code

Conduct Code Procedures
"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).) GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion,

rehabilitation plan, reinstatement notice with eligibility date and instructions for providing

proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in

compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-

expulsion IEP

- If the student is eligible for Section 504 accommodations, documentation that Charter School

conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's

disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A descriptio

of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

This Pupil Suspension and Expulsion Policy has 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 describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. 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 and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, 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 and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the 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 policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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. 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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.

g) Stole or attempted to steal school property or private property.

h) 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 his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

c) Unlawfully possessed, used, sold 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. g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and 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:

ii.

i. A message, text, sound, or image.

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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

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 pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or 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 committed by the student. In addition, the notice may also state the date and 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 Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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 person 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 determination 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Special Procedures for the Consideration of Suspension and Expulsion 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, 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 alterative 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 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, 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 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 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(J) Hate Crime Reporting Procedures and Policies

NONDISCRIMINATION/HARASSMENT

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools ducational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TPS programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TPS District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TPS. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination or harassment in violation of law, TPS policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The Superintendent or designee will ensure that the student handbook clearly describes TPS nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TPS policy may also be posted on the school website or any other location that is easily accessible to students.

AR5145.3

General Provisions 1. Definitions

a. TPS participant: any individual involved in TPS or activities. This includes employees, students, contractors, vendors, guests and volunteers.

b. TPS staff member: any TPS employee.

c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.

d. Complaint: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery
(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. “Harassment” occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TPS programs or activities.
(c) Denial of educational opportunities (d) Abuse or neglect
(e) Inaccurate student records
(2) In accordance with the Uniform Complaint Procedure,TPS will assist in referring certain complaints to specified agencies.
e. Concern: a statement regarding how a TPS or activity is run or how a TPS participant was treated while involved in a TPS program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
f. Target: TPS participant who is the target of discriminatory behavior.
g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.
Notice of TPS
1. Each TPS site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.
4. Notice may also be provided by:
a. Publication in local newspapers, newsletters or magazines operated by TPS or the site.
b. Distribution with other written communications to TPS participants and their parents.
c. Incorporation in mandatory Health Education classes.
d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.
Procedure for Filing a Concern or Complaint
1. TPS encourages any student who has a concern or complaint about alleged discrimination in how a TPS program or activity is run to report the concern/complaint to a TPS Principal or administrator.
2. The TPS staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TPSstaff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TPS should make this report to a TPS staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
(2) If a complainant confides in another TPS participant that s/he believes s/he has complaint or concern, the TPS participant is encouraged to support the complainant in reporting the misconduct to the school.
c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
(1) When the misconduct occurred
(2) Who was involved (as a complainant, as a PCQ, as a witness)
(3) Where the incident occurred
(4) What happened
(5) How the complainants responded to the incident

(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.
e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.
(1) The complainant is not required to take this step.
(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.
4. Confidentiality
a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.
(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
(3) The parent/guardian of the complainant should also be notified.
b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.
c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence
(2) If retaliation is substantiated, or proven, and if the retaliator is TPS staff, the retaliator is subject to disciplinary measures under Personnel Policies.
Investigations of Complaints
1. TPS treats student complaints seriously.
a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s).
(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
(4) The number of related incidents. (5) The location of the incidents.
(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).
(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
(8) Any prior substantiated complaints
(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.
f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress.
(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. WhereTPS is required by law to continue, or where sufficient information has been gathered to show a problem, TPS shall move forward with appropriate corrective action without the complainant's participation.
(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.

g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:
(1) A description of the incident
(2) The complainant's claims
(3) The PCQ's response
(4) The results of the investigation's fact-finding:
(a) The results should include all investigated facts and evidence from the factors listed above.
(b) The investigator should include all documents relevant to the complaint and investigation.
(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings
(a) The facts will be reviewed impartially.
(b) The investigator will prepare a conclusion for each of the complainant's claims.
(c) Conclusions will be directly tied to the underlying facts supporting them.
(d) Conclusions will clearly state whether or not misconduct occurred.
(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.
2.TPS will maintain records of all investigations into misconduct claims.
a. These records will be confidential.
b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.
Consequences
1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
a. A written warning
b. A formal written apology from the PCQ to the complainant
c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
d. Detention
e. Community service
4. Appeal of determination of misconduct
a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
5. Unsubstantiated complaints
a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TPS staff shall assist the Target by providing contact information.
6. If the PCQ is a TPS staff member, refer to Personnel policies regarding employee discipline.
7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Appendices

Emergency Contact Numbers

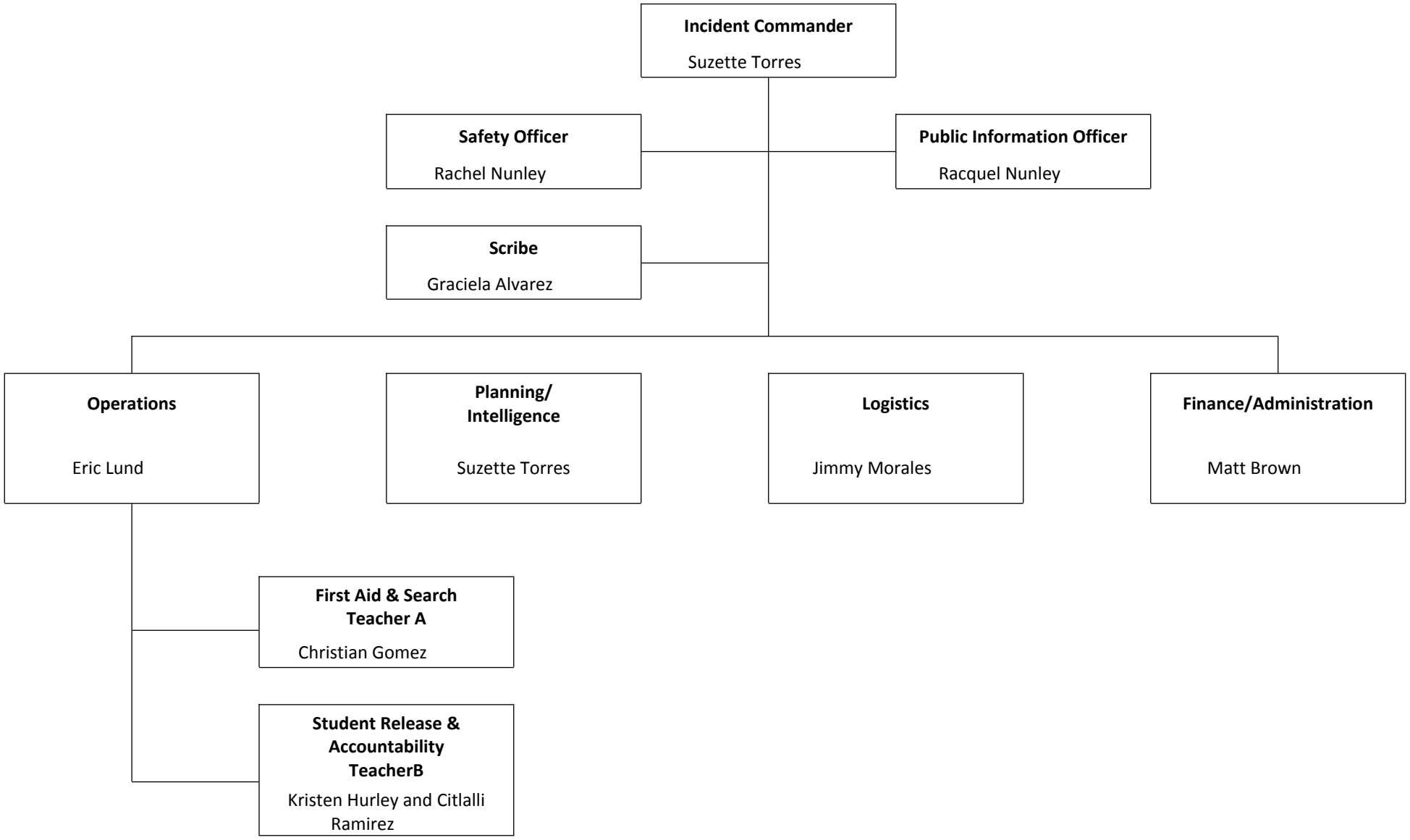
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	911	911	
Public Utilities	LADWP	(800) 342-5397	
Local Hospitals	King Hospital	(310) 668-5011	
Emergency Services	911	911	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Wide Meeting conducted monthly	Third Wednesday of every month	

TEACH Academy of Technologies Incident Command System



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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
A.1 INCIDENT COMMANDER

Primary: Suzette Torres

Alternate: Racquel Nunley

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

Start up actions:

- Obtain you personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

Ongoing operational Duties:

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed.
- Establish contact with XXX School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment and Supplies:

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2 Safety Officer

Primary: Erick Lund

Alternate: Christian Gomez

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Safety Officer Supplies/ Equipment:

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

A.3. Public Information Officer

Primary: Racquel Nunley

Alternate: Kristen Hurley

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.

- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

Start up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
- Reassurance
- Incident or disaster cause and time of origin
- Size and scope of incident
- Current situation e.g. condition of school site, evacuation

progress, care being given, injuries, student release location,

etc. Do not release any names.

- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete at truthful, always considering and emotional impact. Avoid speculation, bluffing, lying, and talking ‘off the record” arguing, etc. Avoid use of the phrase “no comment.”

- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marking pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

A.4. Liaison Officer

Primary: Citlalli Ramirez

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

Closing Down:

- At he Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens

- Activity Log

OPERATIONS SECTION

B.1 OPERATIONS SECTION CHIEF

Primary: Suzette Torres

Alternate: Racquel Nunley

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

B.2 Security Team Leader

Primary: Erick Lund

Alternate: Christian Gomez

Assess, identity and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

Operational Duties:

- Coordinate activities of Site Security Team.
- Verity the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3 Search and Rescue Team Leader

Primary: Erik Manning

Alternate: Michael Piaseczny

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each SAR Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.4 Search and Rescue Teams

Team #1 Erik Manning

Team #2 Michael Piaseczny

Team #3 Grant Richman

The Search and Rescue Team (SAR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SAR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5 Medical Team Leader

Primary: Kevin White

Alternate: Brittney Collins

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injures in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape

- Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

B.6 Medical Teams

Team #1

Primary: Rachel Nunley

Alternate: Noelle Triay

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

Start Up Actions:

- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference- do not send with victim.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim’s names on form and sends forms to CP as completed.

Treatment Area:

- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate. Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

Medical Teams Equipment/Supplies

- Vest

- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.7 Student Care Team Leader: Noelle Triay

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.

- If school is evacuating:
- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/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 Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

Closing down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.

- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8 Student Care Teams

Primary: Citlalli Ramirez

Secondary: Kristen Hurley

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit

- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9 Student Release Team Leader

Primary: Graciela Alvarez

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team ”Procedures” for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10 Student Release Team

Primary: Graciela Alvarez

Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.

- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the “out” box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student’s name on it in the “out” box.
- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don’t argue. Note time with appropriate comments on Emergency Card and place in “out” box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, “Sent with runner.”
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:

“Absent” if student was never in school that day.

“First Aid” if student is in Medical Treatment Area.

“Missing” if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

- Close Request and Release tables when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.
- Return all equipment to Logistics.
- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING SECTION

C.1 PLANNING SECTION CHIEF

Primary: Suzette Torres

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms:Situation/Status Report

Situation/ Status Update

Check in with Planning for situation briefing.

- Obtain necessary equipd supplies from Logistics.

Operational Duties

Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils
- File boxes
- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

C.3 Documentation Unit

Primary: Suzette Torres

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither , the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with XXX School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

C.4 Situation Analysis Unit

Primary: Suzette Torres

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies form Logistics.
- Put on position identifier, such as vest or hat.

Operational Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

Situation Analysis:

- Provide current situation assessments based on analysis if information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues

- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS SECTION

D.1 LOGISTICS SECTION CHIEF

Primary: Suzette Torres

Secondary: Jimmy Morales

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

Closing Down:

- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit

Primary: Jerry Johnson

This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start Up Action:

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Supplies/ Facilities Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.3 Staffing Unit

Primary: Suzette Torres

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident.

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sing in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.4 Communications Unit

Primary: Racquel Nunley

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:

- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

D.5 Transportation Unit

Primary: Curtis Cornell

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.

- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies
- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

FINANCE/ADMINISTRATION SECTION

E.1 FINANCE/ADMINISTRATION SECTION CHIEF

Primary: Matt Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start Up Actions:
- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

Operational Duties:
- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

Closing Down:
- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Finance/Administration Equipment/ Supplies
- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

E.2 Record keeping Unit

Primary: Shawnna Lawson

The Record keeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

Start Up Actions:
- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.

- Activate personnel and make appropriate assignments.

Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

Recordkeeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

9.TEACH DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

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

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

Step Two: Identify the Level of Emergency
What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action
Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action
Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Types of Emergencies & Specific Procedures

Aircraft Crash
AIRCRAFT CRASH
Address situations involving and Aircraft Crash on or in proximity to school property.
Procedure
1. Call 911. School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues Evacuate Building action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. School Administrator calls District.
5. If on school property, Site Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
6. School Administrator directs Site Security Team to organize fire suppression activities until Fire Department arrives.
7. Medical Team checks injuries and provides appropriate first aid.
8. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
9. If it is unsafe to remain on campus, School Administrator initiates Off-Site Evacuation.

Animal Disturbance
ANIMAL DISTURBANCE
Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

Procedure:
1. School Administrator initiates appropriate Immediate Response Actions, which may include Lock Down or Evacuate Building.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to call 911. If the situation is not life threatening, you can call the following appropriate number:
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates Off-Site Evacuation if warranted.

Armed Assault on Campus
ARMED ASSAULT ON CAMPUS

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knifes or other harmful devices may be involved.

Procedure:

1. Upon first indication or armed assault, school personnel immediately call 911. Police is notified via radio or cell phone.

2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.

3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.

4. School Administrator initiates Lock Down Procedures.

5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.

6. If students are in class at time of Lock Down, staff will:

- Explain that there is an emergency.
- Lock all classroom doors.
- Have students lie on floor, behind or underneath solid objects.
- Close blinds stay away from windows.
- Control all cell phone activity.
- Remain in classroom until personally advised to move by administration or law enforcement.

7. If students are not in class at time of Lock Down, staff will:

- Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
- Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside.
- Follow remaining steps in item 6 above.

8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s).

9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay.

10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene.

11. Staff is not to act upon bells or PA messages without this Personal Notification.

Biological or Chemical Release

BIOLOGICAL OR CHEMICAL RELEASE

A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

Scenario 1- Substance Released Inside a Room or Building

Procedure

1. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator call 911, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).

Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.

7. Student Care Team provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until XXX County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 2- Substance Released Outdoors and Localized
Procedure
1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Site Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls "911," providing exact location and nature of emergency.
4. School Administrator notifies District of situation.
A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
Affected individuals remain isolated until cleared for by release by XXX County HazMat Interagency Team or XXX County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
8. Any affected areas will not be reopened until XXX County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community
Procedure
1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.
2. Upon receiving Shelter-In-Place, notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gap under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.
4. School Administrator "calls 911", providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.

Bomb Threat/ Threat Of violence
BOMB THREAT

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

Procedure

1. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact School Administrator, Police Department and District Pupil Personnel Services.

2. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.

3. Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator and/or School Police Officer:

- When is the bomb going to explode?
- Where is it?
- What will cause it to explode?
- What kind of bomb is it?
- What's your name?
- Why are you doing this?
- What can we do for you to avoid this?
- Can I call you back? Give me your number.

4. Advise District Office of Pupil Personnel

5. Depending on the seriousness of the threat, make a decision whether or not to evacuate.

6. With Administration, Police Officers and Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is NOT to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by "calling 911."

7. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell Phones should be turned off and not used.

8. After search, School Administrator determines appropriate Immediate Response Action(s), which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.

9. When suspicious object or bomb is found, School Administrator issues Evacuate Building Action. Staff and students evacuate building using prescribed routes or alternate safe routes away form object to assembly/shelter site.

10. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Student Care Team of missing students.

11. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make All Clear Announcement.

Bus Disaster

Disorderly Conduct

DISORDERLY CONDUCT (INDIVIDUAL)

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.

Procedure

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. School staff calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator and/or Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
4. If immediate threat is not clearly evident, School Administrator and/or Police Officer may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.

5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

DISORDERLY CONDUCT/RIOT (GROUPS)
Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

Procedure
1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or Police.
3. Staff immediately notifies School Administrator and/or Police Officer via two-way radio.
4. School Administrator and/or School Police Officer assesses situation and calls TPS School District Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene "calls 911."
5. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, All Staff should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

Earthquake
EARTHQUAKE
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.
Procedure:
Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris.
1. Upon first indication of an earthquake, teachers direct students to Duck and Cover.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates Evacuate Building. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. If injury or damage is suspected, School Administrator "calls 911."
6. School Administrator contacts District Office
7. Site Security Team attempts to suppress fires with extinguishers.
8. Site Security Team notifies school personnel of fallen electrical wires.
9. Site Security Team turns checks for gas main leaks and water leaks and notifies plant supervisor of situation.
10. Site Security Team is directed to stand post in areas of building to keep people from entering.
11. Site Security Team Leader notifies plant supervisor to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
12. Medical Team checks for injuries and provides appropriate first aid.

13. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
14. School Administrator stays in contact with District Personnel.
15. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
16. Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
17. School Administrator initiates Off- Site Evacuation if warranted.

Explosion or Risk Of Explosion
EXPLOSION/ RISK OF EXPLOSION

Scenario 1: Explosion on School Property
Procedure
1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with TPS School District Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

Scenario 2: Risk of Explosion on School Property
Procedure
1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
5. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.

8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area
Procedure
1. School Administrator initiates Shelter-In-Place.

2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administrator takes further actions as needed.
4. School Remains in Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
Procedure
1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students form upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Los Angeles HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

Fire in Surrounding Area
FIRE ON SCHOOL GROUNDS
Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.
Procedure
1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

FIRE IN SURROUNDING AREA
Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

Procedure
1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates Off- Site Evacuation if warranted.

Fire on School Grounds
FIRE ON SCHOOL GROUNDS
Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.
Procedure
1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.5. Site Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team/Plant Supervisor notifies Maintenance and Operations Director or Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate “fire is out” and to request fire department to respond for investigation and confirm.

FIRE IN SURROUNDING AREA
Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.
Procedure
1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. School Administration instructs Site Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.

9. School Administrator initiates Off- Site Evacuation if warranted.

Flooding

FLOODING

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. Switch all passing bells to manual operation.
6. Contact appropriate TPS School District Departments as needed:

Loss or Failure Of Utilities

LOSS OR FAILURE OF UTILITES

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

Procedure

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine weather their assistance is required and determine potential length of time service will be interrupted.
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

Motor Vehicle Crash

LOSS OR FAILURE OF UTILITIES

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

Procedure

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator and Site Plant Supervisor immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
3. School Administrator or Designee (Site Plant Supervisor) notifies TPS School District Maintenance and Operations Administrators and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.

4. Maintenance Personnel, working with School Administration, contact affected utility company to determine whether their assistance is required and determine potential length of time service will be interrupted.
Important Utility Service Phone Numbers:
5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. Public Information Officer arranges for media announcements regarding situation.

Psychological Trauma
PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

Procedure

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.

2. Medical Team assesses range of crisis intervention services needed during and following the emergency.

3. Medical Team provides for or arranges for direct intervention services.

4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.

5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.

6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water
SUSPECTED CONTAMINATION OF FOOD OR WATER
Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.
Procedure
1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911, TPS School District Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.

7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

Unlawful Demonstration or Walkout

UNLAWFUL DEMONSTRATION/ WALKOUT

An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

Procedure

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. School Administrator notifies TPS School District Pupil Personnel/Police Department
4. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
5. If students leave campus, School Police along with School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
6. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
7. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
8. All media inquiries are referred to TPS School District Public Information Officer.
9. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
10. School Administrator notifies parents of incident, as appropriate.

Emergency Evacuation Map

Comprehensive School Safety Plan
SB 187 Compliance Document

2020-21
School Year

School: TEACH TECH Charter High School

CDS Code: 19 64733 0129627

District: TEACH Tech Charter High School

Address: 10616 S. Western Avenue
Los Angeles, CA 90047

Date of Adoption: July 2019

Approved by:

Name	Title	Signature	Date
Dr. Raul Carranza	Superintendent		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

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

A copy of the Comprehensive School Safety Plan is available for review at 10616 S. Western Avenue, Los Angeles.

Safety Plan Vision
TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY
Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning

Self-Monitoring Tool
California Department of Education – July 2019
Comprehensive School Safety Plan
California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	X	TEACH Public Schools hired a district plant manager who is now included as a member of the TEACH Tech Charter High safety planning committee.
2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.	X	
3. The Comprehensive School Safety Plan includes, but is not limited to: **a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:** • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data **b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.**	X	Because of the school's physical proximity to a shopping center where crime occurs frequently and loitering is the norm, the safety planning committee factors not only crime on campus but that of the shopping center across from the campus. Merchants at the shopping center are often consulted by committee members regarding safety, crime abatement, and safe passage of students. A community organization Western Avenue Community Alliance (WACA) was contracted by TEACH Public Schools to provide safe passage for students and to act as a community liaison for students.
4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	X	
5. The Comprehensive School Safety Plan must include all of the following:		
• Child Abuse Reporting procedures	X	
• Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	X	

• Earthquake emergency procedures that include: 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake 5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system	X	
• Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	X	
• Policies and procedures which lead to suspension and/or expulsion.	X	
• Procedures to notify teachers of dangerous pupils.	X	
• Policy prohibiting discrimination, harassment, intimidation, and bullying.	X	
• Provisions of any school site dress code, including prohibition of "gang-related" apparel.	X	
• Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus.	X	
• Procedures that create a safe and orderly environment conducive to learning at the school.	X	
• Access to the school campus (visitors).	X	
• The rules and procedures on school discipline.	X	
• Crisis Response Plan.	X	
• Hate crime reporting procedures and policies.	X	
6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	X	
7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	X	
8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	X	
9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	X	
10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	X	

Components of the Comprehensive School Safety Plan (EC 32281)

TEACH TECH Charter High School Safety Committee
Leadership Team and Teacher

Assessment of School Safety
Self Monitoring Tool and Leadership Meeting

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Safe School Planning Education Codes
200. It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.
(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.
(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.
(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:
(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.
(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:
(1) A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.
(2) A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district.

(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
(c) Publicized antidiscrimination, antiharassment, anti-intimidation, and antibullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
(d) Provided, incident to the publicizing described in subdivision (c), to certificated schoolsite employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing schoolsite and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. Schoolsite resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received antibias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.
(e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
(f) Maintained documentation of complaints and their resolution for a minimum of one review cycle.
(g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
(h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
(A) The principal or the principal's designee.
(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.
(D) One classified employee who is a representative of the recognized classified employee organization.
(E) Other members, if desired.
(3) The schoolsite council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.
(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.
(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.
(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.
(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.
(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.
(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.
(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
(1) Assessing the current status of school crime committed on school campuses and at school-related functions.
(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.
(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school.
(I) The rules and procedures on school discipline adopted pursuant
to Sections 35291 and 35291.5.
(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.
(c) Each schoolsite council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.
(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
(f) The comprehensive school safety plan, as written and updated by the schoolsite council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.
(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:
(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:
(A) While on school grounds.
(B) While going to or coming from school.
(C) During a lunch period whether on or off campus.
(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.
(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.
(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:
(a) Notify the school district or the county office of education in which the willful failure has occurred.
(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.
(2) The schoolsite council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:
(A) The local mayor.
(B) A representative of the local school employee organization.
(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent teacher clubs.
(D) A representative of each teacher organization at the schoolsite.
(E) A representative of the student body government.
(F) All persons who have indicated they want to be notified.
(3) The schoolsite council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:
(A) A representative of the local churches.
(B) Local civic leaders.
(C) Local business organizations.
(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Department of Children and Family Services
425 Shatto Place, Los Angeles, CA 90020
Headquarters' Receptionist: (213) 351-55072.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)
Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the
?choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)
A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

Procedure During Class Time:

1. Students exit classroom via both doors and WALK in orderly lines.

2. Students evacuate the building by designated routs to the assembly area (see evacuation map)

3. NO TALKING IS PERMITED!!!

4. Teachers:

a. Take your EMERGENCY FOLDER and attendance.

b. Check that all students are out the classroom.

c. Check that all exits are clear.

d. Close the classroom door. DO NOT LOCK (Later entry may be required)

5. In assembly area, teacher takes roll and accounts for each child.

6. Students in classroom other than their own are to remain with that class until given permission to rejoin

their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given.

Procedure Used Before School During Lunch and Nutrition

1. Students WALK to the assigned place on the yard where they meet their ADVISOR.

2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to

their proper assembly area.

Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.

2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

Earthquake Procedures

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that the desk will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: D not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to our from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Environmental Hazards

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building

2. Notify Main Office/Administration

3. Turn off all fans in the area of he release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated

2. Call 911

3. Contact the Charter Board

4. Direct School emergency Response Team members (search and rescue team) to isolate and

restrict access to potentially contaminated areas

5. Direct school Emergency Response Team members (search and rescue team) to turn off

local fans in the area of the release, close the windows and doors and shut down the

building's air handling system

6. Ensure person's who have come in direct contact with the hazardous substances are washed

and cleaned. See First Aid Team responsibilities

7. The School, or affected areas, will not reopen until the County HazMat or appropriate

agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures

2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated

area; specify those who may have had actual contract with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin

2. Remove and contain all contaminated clothes

3. Segregate individuals that have been contaminated “topically” by a liquid from unaffected

individuals (isolation does not apply to widespread airborne releases)

4. Provide additional medical attention as needed

Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration

2. Keep students away from the animal (return to classroom, secure all entrances to classroom,

etc.)

IC Responsibilities

1. Call 911 and/or Animal Control

2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside,

students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a “Clear the Room”

procedure. This procedure includes step-by-step instructions of what to do should a student

begin to throw things or attach other students or staff.

2. “Clear the Room” procedures should state to which teacher the students should report.

3. The receiving teacher will notify the office immediately.

4. The teacher must stay with the disruptive student until assistance arrives.

5. Students will not return to their classroom until notified by sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.

2. Assist the teacher with the student.

3. Involve other staff as necessary.

4. Call 911 if situation does not abate.

5. Notify the School Counselor/Psychologist or outside agency.

6. Review each plan and require that the plan be practice so that students will know what to do

Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the “Clear the Room” plan.

2. Develop and alternate plan for when receiving teacher is not in the room.

3. Instruct students as to their roles if plan is implemented.

4. Stay with the out-of-control student.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!

2. Administer emergency first aid

3. Notify the IC

4. Stay with the victim until help arrives

5. Limit access to the immediate area until police arrive (treat as a crime scene)

6. Prepare an informational flyer for parents of the students in the victim’s class

7. Notify the Carter Board

8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles

County Department of Mental Health or contracted service provider).

IC Responsibilities Actual

1. Assess the situation

2. Direct that 911 be called

3. Delare a Lock Down-Response

4. Direct that appropriate notifications are made

5. Isolate all witnesses; if they are students, notify their parents

6. Direct that personal property of the victim is secured. This includes items in the

classroom and in locker

7. If victim has siblings in your school, bring them to a secure area until their parents

arrive at the school

8. If victim has siblings in other area schools, notify their administrators 9. Be Prepared to deal with the media

10. Arrange for counselors for s students and staff

11. Make contact with parents of deceased student

Attempted

1. Assess the situation

2. Direct that appropriate notifications be made

3. If required, call 911

4. Deal with siblings set forth above

5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief

staff

6. Arrange for additional counselors if needed

Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.

2. Administer first aid/CPR (if knowledgeable)

3. Secure the area until an administrator arrives on the scene

4. Once Relieved, teacher responds to his or her classroom and maintains order

Rumors

1. Treat all verbal and written threats as a serious matter

2. Immediately notify the IC about the information

3. Assist in the evaluation of the threat with other staff

Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures

2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office

3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence

4. Teachers should recall students in hall, lock doors, and remain with their classes at all times

5. When the trespasser has registered in the office, has fled or been escorted from the scene,

make a P.A. announcement that the Lock-Down situation has ended, by announcing an “all

clear”

6. Notify the Charter Board

7. Prepare for possible media coverage

8. Consider formulating an informational flyer for parents

Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom

2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to

the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted

3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)

4. If school has caller ID, note the number from which call was made

5. Notify Main Office/Building Administration

6. If threat is written, place it in an envelope or plastic bag

7. Prepare media statement flyer to inform parents

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary

2. If threat is deemed valid:
- Call 911 – advise building is being evacuated because of a bomb threat
- Activate SERT
- Turn off school bell system
- Don’t use PA system
- Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school

4. In consultation with police/fire officials, determine when it is safe to reenter the school

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room

2. Proceed to pre-designated evacuation point with class roll book

3. Maintain control of students and advise SERT of any missing children

4. Do not reenter the building until directed to do so by a SERT member or someone in

authority

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTAMPT TO TOUCH OR MOVE THE DEVICE

IC Responsibilities

1. Upon notification of a device found:

- Call 911 – advise building is being evacuated because of suspected bomb

has been discovered if possible, give a description of the device
- Activate the SERT
- Turn off the school bell system
- Turn off all two-way radios
- Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:
- Classroom in which the device is located
- Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance

2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation

3. In consultation with police/fire/bomb disposal officials, determine when t is safe to reenter the building

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book

2. Maintain control of students and advise SERT of any missing or unaccounted for studentshttps://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553

3. Do not enter the school until directed to do so by an SERT or police/fire authority

Public Agency Use ofSchool Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).) GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability? B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Critical Components of Expulsion Packets

If Law Enforcement is confiscating an item of evidence, then you must take a color photo of the evidence, obtain a property receipt from the officer, and have

the officer sign the Chain of Evidence document from the Expulsion Packet prior to relinquishing the evidence to the officer.

For cases involving Drugs, Mood Altering Substances and Unauthorized Substances, proof positive of the alleged substance must be provided within the expulsion packet as evidence to support the alleged charge. Whenever possible, have Law Enforcement complete a drug/substance kit, and/or issue a property receipt, to verify status of evidence as another specific unauthorized substances. Make a concerted effort to secure a statement from the offending student prior t removal from campus by Law Enforcement.

Recommendation for Expulsion Packets submitted to TEACH Public Schools and or LAUSD must be complete and include all evidence pertaining to the case to avoid delays in

scheduling of a Pre-expulsion Conference. DO NOT return evidence to the student, parent or guardian. When possible, obtain witness signatures on administrative statements. Remove date and time stamps that have been automatically generated by electronic devices such as printers or cameras from all articles included within the expulsion packet. Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion,

rehabilitation plan, reinstatement notice with eligibility date and instructions for providing

proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-

expulsion IEP. If the student is eligible for Section 504 accommodations, documentation that Charter School

conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's

disability?

B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

This Pupil Suspension and Expulsion Policy has 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 describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. 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 and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, 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 and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and 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 the 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 policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director'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. 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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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.

g) Stole or attempted to steal school property or private property.

h) 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 his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

c) Unlawfully possessed, used, sold 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. g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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) 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.

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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and 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:

ii.

i. A message, text, sound, or image.

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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. 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.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil 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).

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

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 pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the 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, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil 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 pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or 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 committed by the student. In addition, the notice may also state the date and 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 Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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 person 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 determination 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils 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.

M. Special Procedures for the Consideration of Suspension and Expulsion 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, 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 alterative 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 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, 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 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 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 or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 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 has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

To: ALL CERTIFICATED STAFF From: Principal

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The TEACH Public School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

(a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A)Serious physical injury

(a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance

(a)(1)(D) Robbery or extortion

(a)(1)(E) Assault/battery of school employee

E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person

(c)(3) Selling a controlled substance

(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

(E) Sexual Harassment Policies (EC 212.6 [b])
Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace that is free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years there after. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the

"Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting,

grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LA Leadership policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an investigation, filing of a complaint, or reporting harassment.

TEACH Public Schools will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TEACH Public Schools is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TEACH Public Schools complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit www.dfeh.ca.gov or you can contact the Fair Employment Housing Commission at www.fehc.ca.gov. Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit www.eeoc.gov. Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TEACH Public Schools will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's

academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions

affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic

performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;

2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;

3. Consider immediately informing anyone harassing him/her that the behavior is offensive and

unwelcome.

4. Report all incidents of discrimination or harassment to the Principal;

5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or

unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is

offensive and must stop. If the objectionable behavior does not cease immediately, the student

must report the harassment to the Principal.

2. The student alleging harassment will be asked to complete a formal, written complaint. The claim

will be investigated thoroughly, involving only the necessary parties. Confidentiality will be

maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that

person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TEACH Public Schools employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.

Certificated staff must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

Student dress shall always be the prescribed uniform. Attire which can be readily associated with a criminal street gang, or criminal street organization is prohibited during school and school sponsored functions and at all times when representing TEACH Tech Charter High School.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
During normal school hours our school has two different entry gates (Western Avenue) at the front of the school for 9th grade students and 10-12th grade students enter through the side gate off 107th St. Students may arrive at the High School as early as 7AM. One of our Administrators will be on site by 7am to open the school and campus safety personnels will be positioned to greet the students as they enter the gates onto the enclosed school yard. Official arrival time for the high school is 7:55. Students will wait in the school yard under supervision until school starts to go to class.

The assistant principal or designee and support staff will supervise the front of the school, school yard, as well as the floors after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 3:30 pm on Mondays, Tuesdays, Thursday and Fridays. On Wednesday school dismissal is at 1:00 pm for staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule.

All staff members, a community based Safe Passage Organization, and parent volunteers monitor the safe entry and exit of students. The 9th grade students will exit through the Western Ave. gate (front of the school), For 10th- 12th grade students, they will exit through the side gate (107th) and are supervised for safe passage by the school security personnel and the assistant principal.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Create and maintain a caring and connected school climate

Element:
Goal(s): To Increase Parent involvement at TEACH Public Schools

Opportunity for Improvement:
Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Provide opportunities for parents to become involved with the school culture and community	Coffee with the Principals(once a month), Parent workshops Various Volunteer opportunities	Student Council Training	Person(s) responsible for implementation: Parent Coordinator, Administration	Evaluation: by Leadership Team and PTA survey
	Resources needed: Varies due to events		Person(s) responsible for implementation: Parent Coordinator, Administration	
	Timeline for implementation: Throughout the year		Person(s) responsible for implementation: Parent Coordinator, Administration	
	Evaluation guidelines: Parent Satisfaction Survey Youth Truth		Person(s) responsible for implementation: Parent Coordinator, Administration	

Component:
Create and maintain a caring and connected school climate

Element:
Goal(s): Increase supervision in order to maintain a safe campus

Opportunity for Improvement:
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective: Increase the number of staff who supervise student during nutrition, lunch, and passing periods	Related Activities: Supervision of hallways, front of school , and courtyard		Person(s) responsible for implementation: Administration	Principal Counselor Lead Teachers Students
	Resources needed: Increase supervision staff		Person(s) responsible for implementation: Administration	School Safety Survey
	Person(s) responsible for implementation: Administration		Person(s) responsible for implementation: Administration	Evaluation guidelines: School Safety Survey
	Timeline for implementation: Ongoing		Person(s) responsible for implementation: Administration	Evaluation guidelines: School Safety Survey

Component:
Create and maintain a caring and connected school climate

Element:
Decrease the number of incidents in the community near the campus wherein student safety is compromised

Opportunity for Improvement:
Create partnerships with community members which result in increased adult presence in the areas near the campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create partnerships with community residents and merchants wherein students at businesses and walking through the neighborhood are identified as students and thereby afforded protection and guidance	Hold community events, forums, and meetings where the safety concerns of students can be shared with community members.	Community merchants, leaders and residents interested in student safety All Staff Parents Community Members	Principal	Work has been slow since the school sits in a heavily populated gang area. Student incidents are minimal in and around the campus but the goal is create a safer environment when students are walking through the neighborhood. Several meetings are being discussed wherein stakeholders will be allowed to share concerns and participate in measures to increase student safety.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

TEACH TECH Charter High School Student Conduct Code
STUDENT DISCIPLINE

The fundamental belief that was operating at the creation of TEACH and its discipline structure is that one of the major functions of education is the preparation of youth for responsible citizenship. TEACH Public Schools shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, all TEACH schools shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide TEACH schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in TEACH charter petition, the policies and procedures for suspension and expulsion of TEACH students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;

- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for “time out”;
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

All TEACH school employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.

2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any TEACH school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. A teacher's suspension must be related to student safety and is subject to the approval of the principal.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The President or his/her designee may extend a student’s suspension pending final decision by the School Board of Directors on a recommendation for expulsion.

4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the School Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within TEACH in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- Physical Injury: Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- Weapons, Explosives, Dangerous Objects: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- Controlled Substances/Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- Substances in Lieu of Controlled Substances: Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- Robbery or Extortion: Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- Damage to Property: Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- Theft of Property: Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- Tobacco: Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- Obscenity/Profanity: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- Received Stolen Property: Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- Imitation Firearm: Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- Definition of Imitation Firearm: a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- Sexual Assault/Sexual Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- Harassment of Witness: Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- Sexual Harassment: Committed sexual harassment. (Ed.Code 48900.2)

- Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
- Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- Intentional Harassment: Created a hostile educational environment (Ed.Code 48900.4)
- Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) Definition of Terrorist Threat: includes 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 ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:his or her own safety, his or her immediate family's safety, the protection of school property, and/or

the personal property of the person threatened or of his or her immediate family.

- Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of TEACH for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the TEACH Board of Directors – Executive Committee ("TEACH Executive Committee").

In the event that a student is recommended for expulsion from TEACH Tech, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. TEACH will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The School Board of Directors, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the School Board of Directors determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses:

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the School Board of Directors must expel the student.

? Possessing, selling or otherwise furnishing a firearm when an TEACH School employee verified firearm possession,

? Brandishing a knife at another person,

? Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or

? Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

? Causing serious physical injury to another person, except in self-defense;

? Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;

? Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;

? Robbery or extortion;

? Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, TEACHmay, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

TEACH TECH Charter High School believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH TECH Charter High School are taught and expected to follow the discipline guides as set forth by the School 's Board of Directors:

Responsibility

- Do what you are supposed to do; when you are supposed to do it
- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH TECH Charter High School believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

Conduct Code Procedures

General disciplinary problems may result in disciplinary action by teachers and/or by the principal. The Principal has primary responsibility for defining the school's culture to ensure that student discipline is implemented in a fair, effective manner. Teachers handle discipline. Instructional aides and staff may assist with discipline. Instructional aides and school staff members will make every effort, individually, collectively, and cooperatively to help each student gain acceptable self-discipline standards. Students with repeated behavior problems are referred to the Student Success Team. This team includes the student, parent, teacher, principal and counselor. An action plan is developed to help the student develop constructive behavior patterns.

Administrative Consequences

Consequences are developed to accomplish the following:

- To stop the misbehavior.
- To help a student recognize that he/she can do things differently.
- To help a student understand what is beyond his or her control.
- To help a student learn to deal with things he/she cannot change in a more cooperative manner.

The following outlines progressive consequences for inappropriate behavior:

1. Warning 6. Alternative Study

2. Parent/Guardian Contact 7. Late Day Discipline

3. Parent Conference Suspension 8. Out of School

4. Out of Classroom Suspension 9. Alternative Education

5. Social Probation 10. Expulsion

(J) Hate Crime Reporting Procedures and Policies

NONDISCRIMINATION/HARASSMENT

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TPS programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.

The TPS District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TPS. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.
School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.
The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.
Students who engage in discrimination or harassment in violation of law, TPS policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures
Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.
Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.
The Executive Director or designee will ensure that the student handbook clearly describes TEACH Public Schools nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TEACH Public Schools policy may also be posted on the school website or any other location that is easily accessible to students.
AR5145.3
General Provisions 1. Definitions
a. TPS participant: any individual involved in TEACH programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
b. TPS staff member: any TEACH Public Schools employee.
c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
d. Complaint: a statement regarding how a TEACH PS program or activity is run or how a TPS participant was treated while involved in a TEACH PS program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery
(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. “Harassment” occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TEACH PS programs or activities.
(c) Denial of educational opportunities (d) Abuse or neglect
(e) Inaccurate student records
(2) In accordance with the Uniform Complaint Procedure,TPS will assist in referring certain complaints to specified agencies.
e. Concern: a statement regarding how a TEACH PS program or activity is run or how a TEACH PS participant was treated while involved in a TEACH PS program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
f. Target: TPS participant who is the target of discriminatory behavior.
g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.
Notice of TPS
1. Each TPS site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:
a. Publication in local newspapers, newsletters or magazines operated by TPS or the site.
b. Distribution with other written communications to TEACH PS participants and their parents.
c. Incorporation in mandatory Health Education classes.
d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.
Procedure for Filing a Concern or Complaint
1. TPS encourages any student who has a concern or complaint about alleged discrimination in how a TPS program or activity is run to report the concern/complaint to a TEACH Tech Principal or administrator.
2. The TPS staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TPS staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TEACH should make this report to a TPS staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
(2) If a complainant confides in another TEACH PS participant that s/he believes s/he has complaint or concern, the TEACH PS participant is encouraged to support the complainant in reporting the misconduct to the school.
c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
(1) When the misconduct occurred
(2) Who was involved (as a complainant, as a PCQ, as a witness)
(3) Where the incident occurred
(4) What happened
(5) How the complainants responded to the incident
(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.
e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.
(1) The complainant is not required to take this step.
(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.
4. Confidentiality
a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.
(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.
(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
(3) The parent/guardian of the complainant should also be notified.
b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant’s name to the PCQ to protect the PCQ’s due process rights and to enable the investigation to move forward.
(2) If the school will disclose the complainant’s name to the PCQ, the school shall notify the complainant of the disclosure.
c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student’s district of residence
(2) If retaliation is substantiated, or proven, and if the retaliator is TEACH Tech staff, the retaliator is subject to disciplinary measures under Personnel Policies.

Investigations of Complaints
1. TPS treats student complaints seriously.
a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s).
(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
(4) The number of related incidents. (5) The location of the incidents.
(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is “off duty” may have greater impact on a complainant than similar behavior by another student; a group of students’ misconduct toward one complainant might be more severe than one student’s misconduct toward one complainant).
(7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
(8) Any prior substantiated complaints
(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ’s response to the allegations.
f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation’s progress.
(1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TEACH PS is required by law to continue, or where sufficient information has been gathered to show a problem, TPS shall move forward with appropriate corrective action without the complainant’s participation.
(2) If the complainant is a minor, the complainant’s parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.
g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:
(1) A description of the incident
(2) The complainant’s claims
(3) The PCQ’s response
(4) The results of the investigation’s fact-finding:
(a) The results should include all investigated facts and evidence from the factors listed above.
(b) The investigator should include all documents relevant to the complaint and investigation.
(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings
(a) The facts will be reviewed impartially.
(b) The investigator will prepare a conclusion for each of the complainant's claims.
(c) Conclusions will be directly tied to the underlying facts supporting them.
(d) Conclusions will clearly state whether or not misconduct occurred.
(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.
2.TPS will maintain records of all investigations into misconduct claims.
a. These records will be confidential.
b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.
Consequences
1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator’s report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:

a. A written warning
b. A formal written apology from the PCQ to the complainant
c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
d. Detention
e. Community service
4. Appeal of determination of misconduct
a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
5. Unsubstantiated complaints
a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TPS staff shall assist the Target by providing contact information.
6. If the PCQ is a TPS staff member, refer to Personnel policies regarding employee discipline.
7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Safety Plan Review, Evaluation and Amendment Procedures

How was the previous plan monitored?
The plan was monitored by administration with discussion at the PBIS team meetings, team meetings, and School Site Council meetings.
What progress was made on Component I (People and Programs)?
What does the data show?
The goal for component 1 was: Students will understand and consistently follow the behavioral expectations. This included two objectives: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use. 2) 70% of students receiving Tier 2 services will indicate improvement in the area of need.
Our major focus has been on defining, teaching, and reinforcing Tier 1 expectations. To do this, the following measures have been taken in the past year:
* A PBIS team was created using categorical funds to cover release days and some extra hourly costs.
* This team revised the Tier 1 expectations to: Be honorable. Be sensible. Be safe. A matrix was created that defined these expectations in all areas of the school including classrooms, common areas, hallways, and restrooms. Signs will be designed, procured and
hung in all areas of campus.
* Referral processes were reviewed and revised and presented to the staff at large.
* Classroom lessons were developed to be facilitated by teachers during SSR at the beginning of the school year and to be reinforced mid-year.
* Videos were produced to review these expectations and were shared at the beginning and mid-year during SSR.
* An initial system of positive recognition was developed including "Way To Go Wednesdays" with monthly assemblies and Postcards home.
In December, a "universal assessment" was shared with the staff to identify students exhibiting externalized and internalized signs of distress in the classroom. This assessment was consolidated to identify 5 students needing Tier 2 support. We have begun to identify appropriate interventions for some of these students. These include: Check In, Check Out for two students, (one has since enrolled at another site), a boys group, and a group to support executive functioning. These have not been in place long enough to determine impact.
What progress was made on Component II (Physical Safety)?
What does the data show?
Our physical safety goal was to ensure appropriate posting was done for emergency procedures and that these were communicated to substitutes. We have met this goal. All classrooms have emergency procedure posters. We provide guest teachers a badge, and folder containing emergency procedures and general school information such as a map of the school and bell schedule when they arrive.
Component: Creating a Caring and Connected Community
People and Programs
Goal:
Goal #1 (2018-2019) Our goal is to continue to refine Tier 1 and Tier 2 strategies for Social/Emotional Issues
Objective:
Measurable Objective (2018-2019)
1. Seventy percent of students receiving receiving Tier 2 services will show improvement in the area of need
2. Student recognition assemblies will take place a minimum of twice a year

Safety Plan Appendices

Emergency Contact Numbers

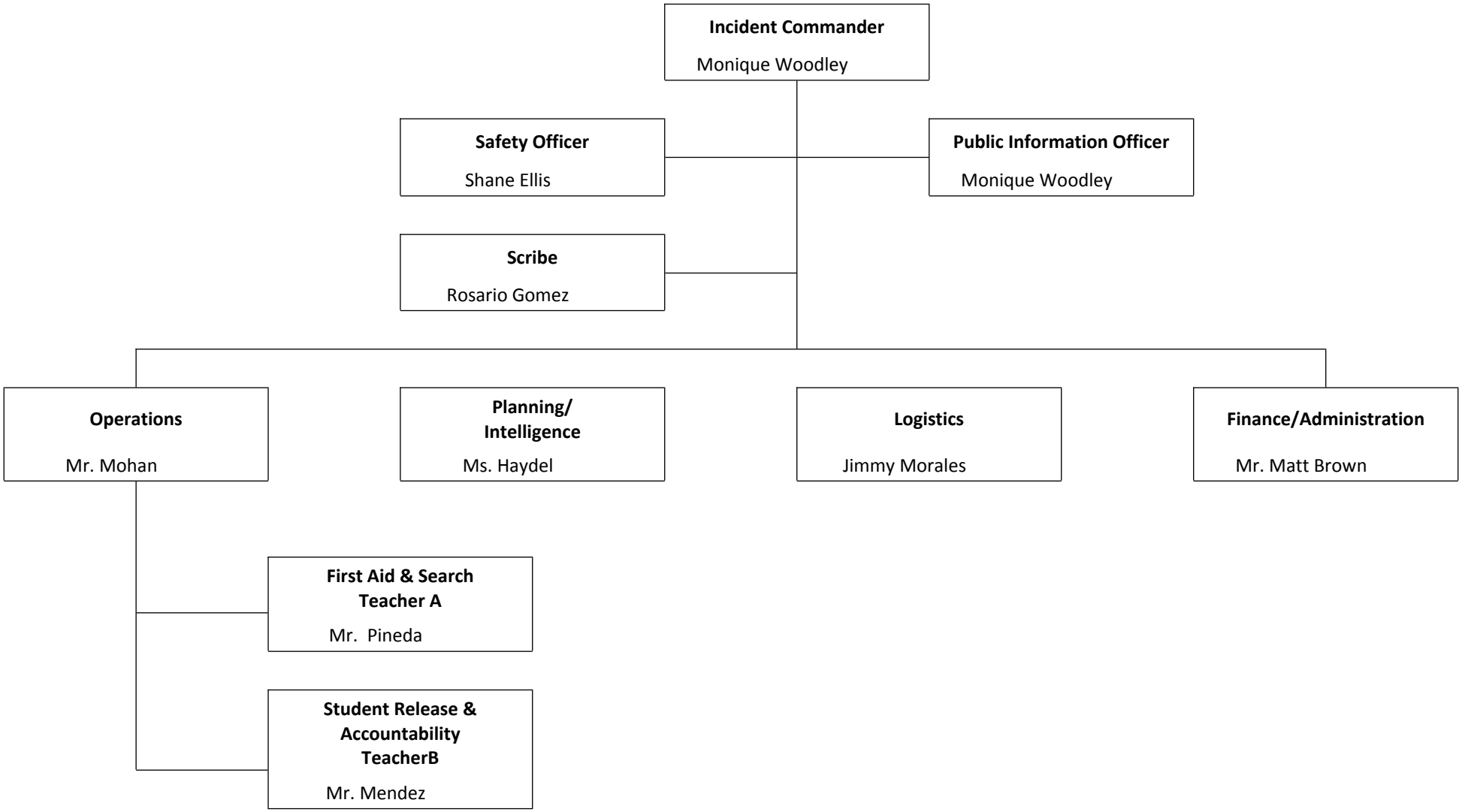
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	323 820-6700	
Public Utilities	Los Angeles Department of Water & Power	800 DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	310532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	323 872-0808	
Emergency Services	Federal Bureau of Investigation	(310) 477-6565	
Radio Station	KFWB News	212-975-8014	
Other	Psychiatric Emergency Team	(213) 738-4924.	
American National Red Cross	Crisis Response	1 (800) 733-2767	
Other	US Department of Homeland Security	(800) 375-5283	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plans are submitted by March 1st to the Safety Supervisor who keeps the documentation. Additional copies are available at the school office for review.	March 1st of current year	Documentation located with Safety Supervisor
A law enforcement agency was consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current year	Local law enforcement agency documentation
Plan is written and developed by a school site council (SSC) of a safety planning committee.	March 1st of current year	School Site Council Committee
School Site's safety plan is communicated to the public during parent meetings at back to school night	Start of school year	School Administration
SSC/Planning Committee identifies areas of need/focus for improvement and enhancement.	March 1st of current year	
SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current year	
Drop Procedure Drills/Earthquake Drills (to be held twice each quarter in high school.	10/15/20 @ 10:20 A.M.	

TEACH TECH Charter High School Incident Command System



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Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
A.1 INCIDENT COMMANDER

Primary Dr. Monique Woodley

Alternate Shane Ellis

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

Start up actions:

- Obtain you personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

Ongoing operational Duties:

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed.
- Establish contact with Los Angeles Unified School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment and Supplies:

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2 Safety Officer

Primary: Shane Ellis

Alternate: Jazmin Haydel

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

Operational Duties:

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Safety Officer Supplies/ Equipment:
- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

A.3. Public Information Officer

Primary Dr. Monique Woodley

Alternate Shane Ellis

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.

- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

Start up Actions:
- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

Operational Duties:
- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
- Reassurance
- Incident or disaster cause and time of origin
- Size and scope of incident
- Current situation e.g. condition of school site, evacuation

progress, care being given, injuries, student release location,

etc. Do not release any names.
- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete at truthful, always considering and

emotional impact. Avoid speculation, bluffing, lying, and talking 'off the record" arguing, etc. Avoid use of the phrase "no comment."

- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marking pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

A.4. Liaison Officer

Primary: Rosario Gomez

Alternate: Sonia Acosta

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

Closing Down:

- At he Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

OPERATIONS SECTION

B.1 OPERATIONS SECTION CHIEF

Primary: Shane Ellis

Alternate: Juan Pineda

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps

- Large campus maps
- Activity Log

B.2 Security Team Leader

Primary: Mr. John Staggers

Alternate: Ms. Shawnise Willis

Assess, identity and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.
- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

Operational Duties:

- Coordinate activities of Site Security Team.
- Verity the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3 Search and Rescue Team Leader

Primary: Mr. Pineda

Alternate : John Staggers

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.4 Search and Rescue Teams

Team #1 Jimmy Morales, Mr. Mendez

The Search and Rescue Team (SR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5 Medical Team Leader

Primary Rosario Gomez

Alternate Reynalda Giron

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injures in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape

- Masking tape
- Stretchers
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

B.6 Medical Teams

Team #1

Primary DeAnna Garrett

Alternate Shane Ellis

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

Start Up Actions:
- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

Operational Duties:
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- If, and when, transport is available, do final assessment and document on triage tag. Keep and file records for reference- do not send with victim.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

Triage Entry Area:
- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim’s names on form and sends forms to CP as completed.

Treatment Area:
- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate. Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

Closing Down:
- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.7 Student Care Team Leader: Shane Ellis

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.

- If school is evacuating:
- Verify that the assembly area and routes to it are safe.
- Count or observe the classrooms as they exit, to make sure that all classes evacuate.
- Initiate the set-up of portable toilet facilities and hand washing stations.

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/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 Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.
- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

Closing down:

- Close shelter per direction of Operations Section Chief.

- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8 Student Care Teams

Team #1 DeAnna Garrett

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to PIO.

Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit

- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9 Student Release Team Leader

Primary: Rosario Gomez

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team ”Procedures” for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10 Student Release Team

Primary: Rosario Gomez

Spanish Rosario Gomez/ Sonia Acosta

Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).

- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the “out” box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student’s name on it in the “out” box.
- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don’t argue. Note time with appropriate comments on Emergency Card and place in “out” box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, “Sent with runner.”
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:

“Absent” if student was never in school that day.

“First Aid” if student is in Medical Treatment Area.

“Missing” if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

- Close Request and Release tables when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.

- Return all equipment to Logistics.
- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING SECTION

C.1 PLANNING SECTION CHIEF

Primary Dr. Monique Woodley

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms:Situation/Status Report

Situation/ Status Update

Check in with Planning for situation briefing.

- Obtain necessary equipd supplies from Logistics.
-

Operational Duties

Situation Status – Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home etc.

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils
- File boxes
- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

C.3 Documentation Unit

Primary: Bridgette Brown

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither , the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with XXX School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.

- Log in all written reports.
- File all reports for reference.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

C.4 Situation Analysis Unit

Primary Dr. Monique Woodley/Matt Brown

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies form Logistics.
- Put on position identifier, such as vest or hat.

Operational Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

Situation Analysis:

- Provide current situation assessments based on analysis if information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post Personnel. Refer all other requests to Public Information Officer.

Closing Down:

- Close out all logs and turn into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS SECTION

D.1 LOGISTICS SECTION CHIEF

Primary Dr. Monique Woodley

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

Closing Down:

- At the Incident Commander’s direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit

Primary Jimmy Morales

This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start Up Action:

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Supplies/ Facilities Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.3 Staffing Unit

Primary: Dr. Monique Woodley/Matt Brown

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident.

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sing in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.4 Communications Unit

Primary: Dr. Monique Woodley

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:

- Coordinate all communications between site, XXX School District and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.
- Monitor AM/FM radio stations and local TV for local emergency news.
- Direct the media or the public to the Public Information Officer.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

D.5 Transportation Unit

Primary Matt Brown

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.

- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies
- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

FINANCE/ADMINISTRATION SECTION

E.1 FINANCE/ADMINISTRATION SECTION CHIEF

Primary: Matt Brown

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start Up Actions:
- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

Operational Duties:
- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

Closing Down:
- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Finance/Administration Equipment/ Supplies
- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

E.2 Recordkeeping Unit

Primary: Dr. Monique Woodley

The Recordkeeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

Start Up Actions:
- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.

- Activate personnel and make appropriate assignments.

Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

Recordkeeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

9. SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

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

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

Step Two: Identify the Level of Emergency
What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action
Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action
Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure
of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and the Los Angeles County Sheriff and provide
the exact location (e.g., building or area) and nature of emergency. The School Administrator will call the office of the District Superintendent.
5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and
the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in condition.

Animal Disturbance

Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

Armed Assault on Campus

Armed Assault on Campus

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

Procedure

1. Upon first indication or armed assault, school personnel immediately call 911. School site security team are to be notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.

3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lockdown Procedures
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lockdown, staff will:
a. Explain that there is an emergency
b. Lock all classroom doors
c. Have students lie on floor, behind or underneath solid objects
d. Close blinds stay away from windows
e. Control all cell phone activity
f. Remain in classroom until personally advised to move by administration or law enforcement
7. If students are not in class at time of Lockdown, staff will:
a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside
c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene
11. Staff is not to act upon bells or PA messages without this personal notification

Biological or Chemical Release
Chemical Spill/ Incident
If Indoors:
1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:
1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building
Scenario 2: Substance released outdoors and localized
Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures
1. Evacuate the building
2. Notify Main Office Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Signal for the building to be evacuated
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 2: Substance Released Outdoors and Localized

General Procedures
1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911
3. Contact the Alliance Home Office
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate students away from the affected area, as directed by the IC
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities
1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lockdown (Soft)
2. Direct all students and staff who are outside when the Lockdown (Soft) is declared to return to their classrooms or other designated space
3. Call 911 and advise them of the school's response to the event
4. Contact the Alliance Home Office
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems
7. Turn on a radio or television station to monitor information concerning the incident
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

Bomb Threat/ Threat Of violence
Lockdown/Shooting Incident
If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat
There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:
1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:
1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion
If indoors:
1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide
1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone TEACH headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated “administrator”, including a review of risk factors.
3. Parents must be informed of the student’s actions or expressions of intent.

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

General Procedures
1. Evacuation route should be posted in every classroom

2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, location placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement and flyer to inform parents

IC Responsibilities
1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If threat is deemed valid:
a. Call 911 – advise building is being evacuated because of a bomb threat
b. Activate SERT
c. Turn off school bell system
d. Don't use PA system
e. Turn off all two-way radios
3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school
NOTE: Do not utilize the fire alarm system to evacuate the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with emergency back pack
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

Device Found
Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

IC Responsibilities
1. Upon notification of a device found:
a. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
b. Activate the SERT
c. Turn off the school bell system
d. Turn off all two-way radios
e. Do not use the fire alarm system to evacuate the building
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
a. Classroom in which the device is located
b. Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with emergency back pack
2. Maintain control of students and advise SERT of any missing or unaccounted for students
3. Do not enter the school until directed to do so by an SERT or police/fire authority

Bus Disaster

TEACH Tech Charter High School does not provide buses. In situations where buses are provided to students independent contractors are hired and responsible for student safety. TEACH PS provides the following guidelines for bus emergencies:
Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.
Use this Emergency Plan as a guide as you assess the emergency situation. It will help you determine the courses of action that will best address the threat or hazard you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. These procedures apply to student activity trips and regular school bus routes.

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.
Procedure
1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Los Angeles County Sheriff and or other response agencies, PET Team, depending upon the assessed need and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call “911.”
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Earthquake
If indoors:
1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.
a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls.
b. With one arm, HOLD on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you; be prepared to move with it. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.
c. Rest your head on one arm and place your other arm over the base of the head and neck.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

When outdoors, stay outside.
Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration.
1. Move away from buildings and overhead wires or structures

2. Lie down or crouch low to the ground. Drop to the ground on your knees and make the body as small as possible
a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
b. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.
3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures
4. Look out for dangers that demand movement.
5. Be prepared to duck and cover again due to after shocks.
Staff to follow emergency procedures previously described
Walking to or from school facilities
If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Teacher responsibilities during the evacuation
The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom (search & rescue team members or first responders will remove injured students/staff). Students with minor injuries are to be moved out of the classroom with the class.
1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary
6. Door is to be left open during an earthquake disaster

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.
1. Anyone who is 'injured but mobile' should be escorted to the assembly area
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders
3. Leave all 'dead' where they are

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Explosion or Risk Of Explosion
This section addresses four possible scenarios involving an explosion or risk of explosion:
Scenario 1: Explosion on school property
Scenario 2: Risk of explosion on school property
Scenario 3: Explosion or risk of explosion in a surrounding area
Scenario 4: Nuclear blast or explosion involving radioactive materials
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout)

It is important to first determine which scenario applies and then implement the appropriate response procedures.

Scenario 1: Explosion on School Property
General Procedures

1. Call 911
2. Initiate Duck, Cover and Hold procedures
3. Consider the possibility of another imminent explosion and take appropriate action
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lockdown or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff
11. Limit the use of electronic and motorized devices – no open flames
12. Attempt to suppress fires with extinguishers
? Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

Scenario 2: Risk of Explosion on School Property

General Procedures
1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

Fire in Surrounding Area
IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes
If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:
1. Turn off the gas and electricity service
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

Fire on School Grounds
Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety
1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits)
2. Ensure the location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths
A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System
If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

Fire Procedures
1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
3. The IC is to be notified immediately
4. Members of the Search Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

5. The IC will form a Command Post at the evacuation site.
a. Direct that the necessary agency contacts be made
b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:
? Red Card - Missing Students/Need Assistance
? Green Card - All Students Present
6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. First aid is rendered as necessary
8. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible, and exit the building immediately.
9. Access roads are kept open for emergency vehicles
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures
11. Students and staff will not return to the school building until fire department officials declare the area safe

Flooding
Flood/ Severe Weather
Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities
This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
General Procedures
1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

Electrical Failure
1. Principal and/or custodian notify the electrical company.

2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break
1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break
1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination
1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Motor Vehicle Crash
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the Biochemical or Chemical Release section.

General Procedures
1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid

Psychological Trauma
Crisis management at TEACH PS specifies actions during and subsequent to any emergency that may have a psychological impact on

students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of

those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Contact the Director of Student Services at the TEACH Tech for specific procedures relating to crisis management.

Procedure

1. The School Administrator will activate the School Psychological First Aid Team, (Principal, School Counselor, Parent?Family Coordinator, RSP Teacher) which has primary responsibility for providing

necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The

Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental

health support.

3. The Psychological First Aid Team will provide direct intervention services.

4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and

as quickly as possible.

5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.

6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and

staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services(Office Manager).
Administrator will determine if they need to call “911.”
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Unlawful Demonstration or Walkout
Principal stays on site to supervise students

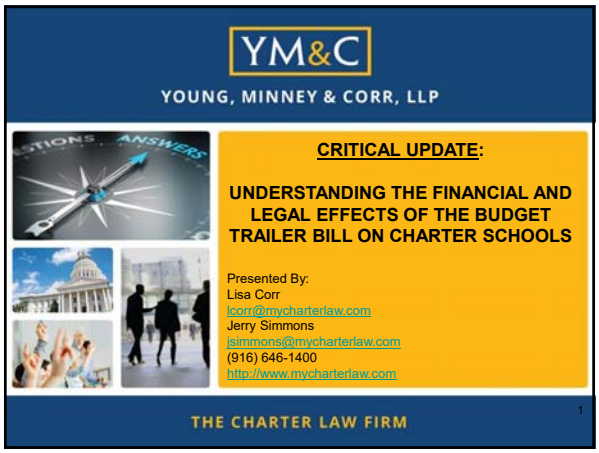
- Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?
- AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

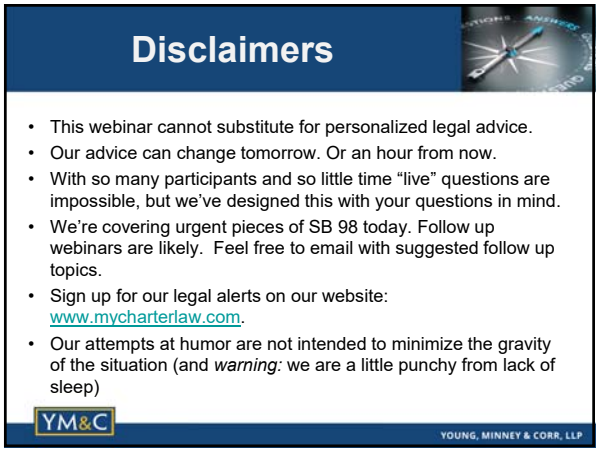
Coversheet

Budget Trailer Bill

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: B. Budget Trailer Bill
Purpose: FYI
Submitted by:
Related Material: Trailer Bill Presentation-07022020-Webinar-1.pdf



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Senate Bill 98 Critical Overview

- ADA Cap for 2020-21 Based Upon 2019-20 ADA
- Deferrals and Zero Inflation Adjustments for 2020-21
- Flattens SELPA funding to $625 per ADA or the amount received in 2019-20, whichever is greater

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Senate Bill 98 Critical Overview

- Defines Instructional Day for 2020-21 to Include "Distance Learning"
- Lowers Instructional Minutes and Requires Daily Instructional Minutes
- Establishes Minimum Standards and Documentation Requirements for Distance Learning

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Senate Bill 98 Critical Overview

- Eliminates LCAP for 2020-21 but Adds a "Learning Continuity and Attendance Plan" Due by September 30, 2020
- Adds an IEP Requirement for IEP Implementation Under Emergency Conditions
- Distinguishes a Nonclassroom-Based Charter School for 2020-21 for Many of these Provisions
- Establishes Additional Requirements for "Continuing Charter Schools" Operating Facilities Outside the Boundaries of their Chartering Authority
- Revises Renewal Requirements

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FINANCIAL EFFECTS OF SB 98

(AKA: the roof is on fire)

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Quadruple Survival Threats…

- Deferrals of state aid funds
- Cap on ADA growth
- Potential for State Revenues to Slide Further?
- COVID Turbulence

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Call for Quadruple Bypass

1. Managing State Aid Deferrals
   - Credit Markets Tightening
   - Ask for Exemption from Deferrals (EC 14041.8)
     * Chartering Authority Certifies in Consult with Co Superintendent that you are unable to meet obligations in that or any subsequent month.
     * It is a Race! Limited availability!
   - Borrow from county (EC 42621 & 42622)
   - Revenue Anticipation Notes
   - Receivable Sales

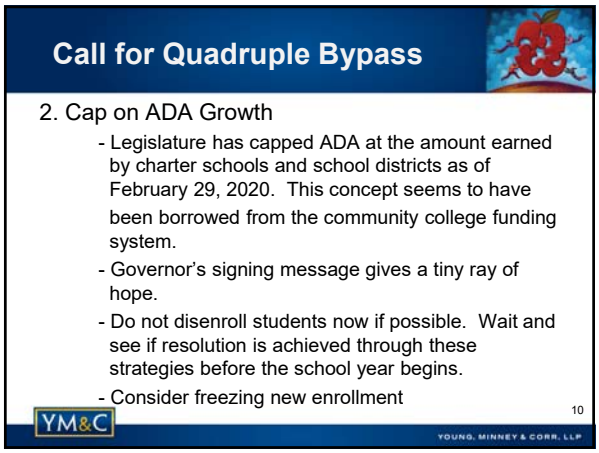
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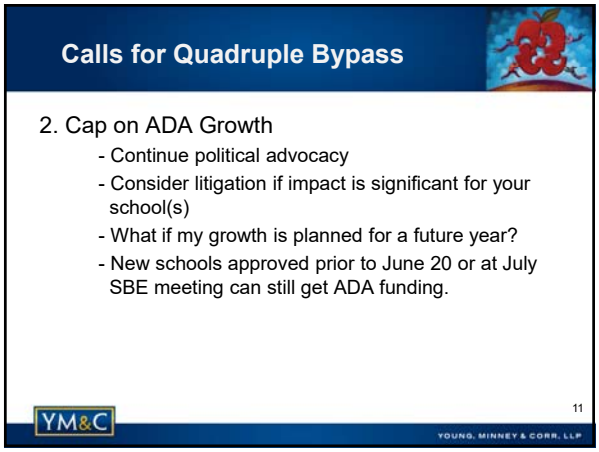
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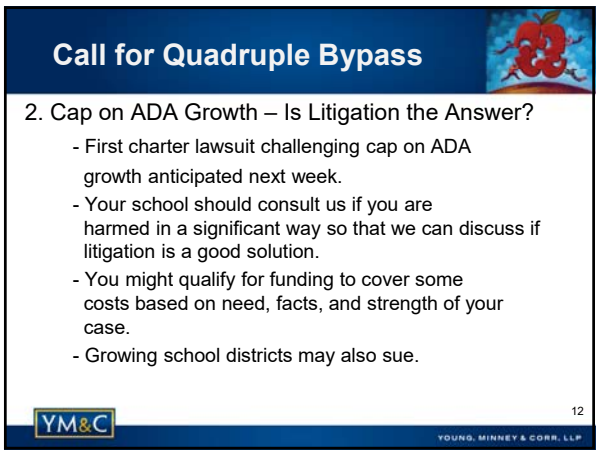
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Call for Quadruple Bypass

3. Managing Potential Further State Revenue Slide
   - State attempting to manage budget decline with deferrals
   - Increasing COVID cases leading to business shutting down again.
   - Business shutdowns = less taxes
   - Less taxes = potential further mid-year reductions and deferrals
   - Hold the line on any unnecessary expenses now
   - Re-negotiate NOW with landlord and vendors

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Call for Quadruple Bypass

4. COVID Turbulence
   - Potential lawsuits could prove to be a major threat to budget stability
     * Lawsuits may cause lenders to deny cash flow or facility loans
     * Cost of defense could be high
     * Mitigation of risk essential!
   - Enrollment declines tied to school model or inability to recruit during shelter-in-place.
   - Cost of compliance as yet unknown.

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Other Fiscal Provisions

Charter schools, school districts and county offices of education shall not expend funds for courses or instruction offered by private or public colleges or universities beyond that permitted in pursuit of a high school diploma, except for courses or instruction in which pupils are enrolled in before July 1, 2020.

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CARES Funding



1. Classroom-based schools benefit the most, but nonclassroom-based schools still get something from one of three pots.
2. Funds come with strings attached – money targeting direct support for students. (See section 110 of SB 98 for details).
3. Local Funded Charters Included in District's Numbers
4. Maintain all receipts/records for 3 years or until completion of audit, whichever is later.

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LEGAL EFFECTS OF SB 98

(aka: Lisa got the easier part of the discussion)

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Definitions



"Local educational agency" for purposes of Part 24.5 "School Finance, Instruction, and Accountability in the 2020-21 School Year" does not include a school classified as a nonclassroom-based charter school as of the 2019-20 school year. (EC § 43500(c))

*only for purposes of that Part (Sections 43500-43511)

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Definitions

"Distance learning" means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. (EC § 43500(a))

**Distance Learning does not require a material revision to a charter and does not change a classroom-based charter school in the 2020-21 school year to a nonclassroom-based charter school.*

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Definitions

Examples of Distance Learning (EC § 43500(a)):

- Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.



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Definitions

Distance Learning may be offered under either of the following circumstances:

1) As a result of an order or guidance from a state or local public health officer; or
2) For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19

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Definitions

Distance Learning must include all of the following:

(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

(2) Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

(list continues on next slide)

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Definitions

Distance Learning must include all of the following (continued from prior slide):

(4) Special education, related services, and any other services required by a pupil's IEP with accommodations necessary to ensure that IEP can be executed in a distance learning environment.

(5) Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

(6) Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. **If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

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Definitions

In-Person Instruction" means instruction under the immediate physical supervision and control of the local educational agency while engage in educational activities required of the pupil. (EC § 43500(b))



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Definitions

"Instructional Day" means "a day in which all pupils are scheduled for the length of the day established by the governing board or body of the local educational agency in a classroom under the immediate supervision of a certificated employee or in distance learning that meets the minimum requirements described in this part"

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Instructional Days

- Continued Minimum of 175 Instructional Days (5 CCR 11960) (Schools failing to meet minimum requirements risk .0056 of apportionment for each day)
- For 2020-21 "Instructional Day" for site-based charter schools can be accomplished through in-person instruction or a combination of in-person instruction and distance learning (EC § 43502(c))
- For nonclassroom based charter schools, continue with 175-day calendar and continue to comply with all statutory requirements for Independent Study (EC § 43505(b)(3))
- No penalties for failing to meet the legal requirements of distance learning before September 1, 2020

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Instructional Minutes

Grade Band	Standard Annual Instructional Minutes Requirements for Charter Schools per 47612.5 (In effect prior to and after 2020-21)	Minimum School Day Requirement for Site Based Charter Schools for 2020-21 per EC § 43502 (Converted to Annual For Comparison Purposes)
K	36,000 minutes	180 daily (180 x 175 = 31,500)
1-3	50,400 minutes.	230 daily (230 x 175 = 40,250)
4-8	54,000 minutes.	240 daily (240 x 175 = 42,000)
9-12	64,800 minutes.	240 daily (240- x 175 = 42,000)
Students in grades 11-12 and are enrolled part time in classes of CSU or University, UC, or Community College for academic credt		180 daily (180 x 175 = 31,500)
Continuation High School		180 daily (180 x 175 = 31,500)

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Calculation of Instructional Minutes

Type of Instruction	Determined By:
In Person	The time scheduled under the immediate physical supervision and control of a credentialed employee. (EC § 43502(e)(1))
Distance Learning	The time value of the assignments as determined and certified by a credentialed employee. (EC § 43502(e)(2))
Combined	Both the time scheduled under the immediate physical supervision and control of a credentialed employee combined with assignments made under the general supervision of a credentialed employees. (EC § 43502 (e)(3))
Nonclassroom Based Charter Schools	Presumably, continue as done in prior years. *please note, instructional minutes not currently included in the audit guide for nonclassroom based charter schools.

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Attendance

- Compulsory Attendance Requirements Continue to Apply (EC § 43504(a))
- A local educational agency shall offer in-person instruction to the greatest extent possible. (EC § 43504(b))
- Daily participation must be documented for each day distance learning is utilized. (EC § 43504(d))
- Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress. (EC § 43504(g))

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Documentation of Daily Participation in Distance Learning

Documentation of Daily Participation includes (but it not limited to)

- Evidence of participation online, completion of assignments or assessments, and contacts between employees and pupils or parents
- A "weekly engagement record" must be completed.
  - At a minimum the "weekly engagement record" must document synchronous or asynchronous instruction for each whole or partial day, verifying daily participation and tracking assignments. (EC § 43504(e))

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Addressing Student Absences from Distance Learning

- A student not participating in distance learning (and not in-person) on a schoolday is deemed absent for that schoolday and documentation of the absence is required for purposes of reporting chronic absenteeism rates. (EC § 43504(f))
- Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.
  - These procedures shall include, but are not limited to:
    - verification of current contact information for each enrolled pupil
    - daily notification to parents or guardians of absences,
    - a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and,
    - when feasible, transitioning the pupil to full-time in-person instruction.



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Learning Continuity and Attendance Plan

- Local Control and Accountability Plan ("LCAP") and LCAP update is suspended for all charter schools for 2020-21
- Learning Continuity and Attendance Plan ("LCAP2") is Due by September 30, 2020



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Learning Continuity and Attendance Plan Content

Must align with a template developed by the CDE. The CDE must develop the template by August 1, 2020 to include minimal requirements described in EC § 43509(f). Topics include:

Continuity of learning and impact of COVID-19 on pupils, staff, and community, and specific actions and expenditures to address the impact of COVID-19 including:

1)In person instructional offerings

2)Distance learning

3)Addressing pupil learning loss during 2019-20 and 2020-21 school years

4)Mental health and social and emotional well-being of pupils and staff

5) Professional Development and resources for pupils and staff to address trauma and other impacts of COVID-19

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Learning Continuity and Attendance Plan Content (Cont'd)

6) Pupil engagement and outreach
7) Procedures for tiered reengagement strategies for pupils who are absent from distance learning
8) School nutrition, including how the charter school will provide meals for pupils who are eligible for free or reduced-price meals

**the minimum content of the template for the LCAP2 as required by Section 43509(f) is far more detailed*

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Learning Continuity and Attendance Plan Process for Adoption

Charter school board must consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils in developing a LCAP2. The process for engagement must include ALL of the following:

- The administrator shall solicit recommendations and comments of members of the public regarding the specific proposed actions and expenditures
- The administrator shall notify members of the public of the opportunity to submit written comments using the most efficient method of notification possible and, if 15% or more of the pupils enrolled in the charter school (census data from the prior year) speak a primary language other than English, in that primary language.
- The administrator shall present the LCAP2 at a public hearing of the charter school board for review and comment by members of the public. The agenda for the public hearing shall be posted at least 72 hours before the public hearing and shall include the location where the LCAP2 will be available for public inspection.

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Learning Continuity and Attendance Plan Process for Adoption (Cont'd)

- The charter school board shall adopt the LCAP2 in a public meeting. This meeting shall be held after, but not on the same day as, the public hearing.
- Must provide options for remote participation in the public hearings and make efforts to solicit feedback to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.
- Not later than five days after adoption of a LCAP2, the charter school board shall file the LCAP2 with its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority.
- Must post in the same manner as the LCAP – on the homepage of the internet website.

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Additional IEP Content

For Initial IEP's or the Next Regularly Scheduled Revision of an IEP, the Content of the IEP must include pursuant to EC 56345 §(a)(9)

- A description of the means by which the IEP will be provided under emergency conditions in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days.
- The description shall take into account public health orders and include all of the following:
  - (i) Special education and related services.
  - (ii) Supplementary aids and services.
  - (iii) Transition services
  - (iv) Extended school year services

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Charter Renewal

- For charter schools eligible for "high track" or "low track" renewal, the data requirement was expanded from "two consecutive years immediately preceding the renewal decision" to "**two of the three years** immediately preceding the renewal decision," if the two years preceding the renewal decision include 2019-20
- If seeking renewal during…
  - 2020-21: use 2017, 2018 and/or 2019 Dashboard + CDE data released July 1, 2020
  - 2021-22: use 2018 and 2019 Dashboard + CDE data released July 1, 2021
  - 2022-23: use 2019 and 2021 Dashboard + CDE data released February, 2022
  - 2023-24: use 2021 and 2022 Dashboard + CDE data released February, 2023

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Continuing Charter Schools

A "continuing charter school" is a charter school existing as of Oct. 1, 2019, *that secured a new charter with a different chartering authority in order to comply with new limits on the geographic location of the site* pursuant to AB 1505/1507.



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Continuing Charter Schools

- If, at renewal, the charter school gets a new charter approved, the State will not consider it a "new" charter school for funding purposes and academic data, but rather a "continuing school."
- Status applies whether the underlying facility was site or a resource center.
- Also includes current SBE-authorized schools that are designated to the local District or County upon renewal appeal.

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Continuing Charter Schools

- SB 98 establishes the procedures that continuing charter schools must follow (EC § 47653)
  - Notification to the CDE of "continuing charter school" status in format established by CDE by May 15 before the fiscal year in which the charter school is to be regarded as a continuing charter school
  - Substantiation of previous existence (attendance records or other documents to verify previous provision of instruction at the site)
  - Failure to provide notice and substantiation relieves the CDE of obligation to regard as continuing (default to "new")
  - Must commence instruction before Sept. 30th of the year the petition is effective.
  - Not eligible for funding as a new charter school
- The new law is not intended to conflict with federal Title programs, where a "continuing charter school" may otherwise be deemed a new charter school

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Thank you for attending this webinar.

Thank you for providing outstanding choices in public education for all California students!

More questions?
Please don't hesitate to shoot us an email or give us a call!

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Coversheet

2020-2021 School Calendar and Instructional Minutes

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: C. 2020-2021 School Calendar and Instructional Minutes
Purpose: Vote
Submitted by:
Related Material:
2020-2021 TEACH Academic Calendar_Board Approved_New 180 Day Option_DRAFT_07-10-2020.pdf
Instructional Minutes and Days Calculator - TEACH 180_2020-21_07-10-2020.pdf

TEACH PUBLIC SCHOOLS

2020-2021 INSTRUCTIONAL CALENDAR - *Subject to change due to COVID-19 Reopening Plan*

MONTH	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					INSTRUCTIONAL DAYS	PUPIL FREE DAY	LEGAL HOLIDAY	Instructional M-Th	Instructional Friday	UNASSIGNED DAY
	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.	Mon.	Tue.	Wed.	Thu.	Fri.						
JULY 2020			1	2	3*	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	0	0	1	0	0	0
AUGUST 2020	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					16	0	0	13	3	0
SEPTEMBER 2020	*	1	2	3	4	* 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			19	2	1	16	3	0
OCTOBER 2020				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	22	0	0	17	5	0
NOVEMBER 2020	2	3	4	5	6	9	10	11*	12	13	16	17	18	19	20	23	24	25	26*	27*	30					15	0	2	12	3	4
DECEMBER 2020		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24*	25*	28	29	30	31*		9	0	2	7	2	6
JANUARY 2021					1*	4	5	6	7	8	11*	12	13	14	15	18*	19	20	21	22	25	26	27	28	29	13	1	2	10	3	5
FEBRUARY 2021	1	2	3	4	5	8	9	10	11	12	15*	16	17	18	19	22	23	24	25	26						19	0	1	15	4	0
MARCH 2021	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			19	0	0	16	3	3
APRIL 2021				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	20	0	0	16	4	2
MAY 2021	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31*					20	0	1	16	4	0
JUNE 2021		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			8	1	0	7	1	0
																									TOTALS	180	4	10	145	35	20

IMPORTANT DATES

Independence Day	7/3/2020
First Day of Instruction	***8/10/2020***
Labor Day	9/7/2020
Veteran's Day	11/11/2020
Thanksgiving Holiday	11/23/2020 - 11/27/2020
Winter Recess	12/14/2020 - 1/10/2021
Second Semester Begins	***1/11/2021***
Dr. Martin L. King Day	1/18/2021
Presidents' Day	2/15/2021
Spring Recess	3/29/2021 - 4/2/2021
Memorial Day	5/31/2021
TPES Kinder Culminating Ceremony	06/10/2021 9am
TAT 8th Grade Culminating	6/10/2021 2pm
TTCHS Graduation	06/09/2021 5pm
Last Day of Instruction	***6/10/2021***

LEGEND

- *School Closed / Holiday*
- *TEACH Minimum Days (Teacher PD)*
- *Teacher In-Service PD Day (No Students)*
- *Back to School / Open House Days (Minimum Day)*
- *First and Last Day of School/Semester*
- *TEACH Summer Institute for Staff*

PENDING BOARD APPROVAL

Board Approved 06/17/2020
Revised 180 Day Option_07-09-2020

TEACH Public Schools 2020-2021 Academic School Year

ER Updated: 7/10/2020 2:30 PM

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	144	180	36	180					180	31500	32400	900
1	Yes	144	240	36	230					180	40250	42840	2590
2	Yes	144	240	36	230					180	40250	42840	2590
3	Yes	144	240	36	230					180	40250	42840	2590
4	Yes	144	240	36	230					180	42000	42840	840
5	Yes	144	285	36	240					180	42000	49680	7680
6	Yes	144	285	36	240					180	42000	49680	7680
7	Yes	144	285	36	240					180	42000	49680	7680
8	Yes	144	285	36	240					180	42000	49680	7680
9	Yes	144	285	36	240					180	42000	49680	7680
10	Yes	144	285	36	240					180	42000	49680	7680
11	Yes	144	285	36	240					180	42000	49680	7680
12	Yes	144	285	36	240					180	42000	49680	7680

Double-click or double-tap to edit Microsoft Excel Worksheet.

REV 07/07/14

Coversheet

Annual Fiscal Policy Review

Section:	III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item:	E. Annual Fiscal Policy Review
Purpose:	Vote
Submitted by:	
Related Material:	Jan 2020 Fiscal Policies and Procedures Approved Jan 29,2020.docx

TEACH Public Schools
Fiscal Policies and Procedures

TEACH Public Schools
Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of TEACH Public Schools, governing TEACH Academy of Technologies, TEACH Tech High School and TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (or "School") has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of the School to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and procedures to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and reviews operations and activities on a regular basis.

2. The Executive Director/Chief Executive Officer has responsibility for all operations and activities related to financial management. However, the Board and Executive Director/Chief Executive Officer can appoint or delegate someone else to perform the responsibilities.

3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.

4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:

    a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
    b. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
    c. all transactions are recorded and documented in an appropriate manner.

Budget Development, Oversight Calendar and Responsibilities

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January - April

Charter Impact works with Executive Director/Chief Executive Officer, Superintendent and Chief Operating Officer/Chief Financial Officer to review Governor's proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer

develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

Budget Development, Oversight Calendar and Responsibilities (*continued*)

May – June

Charter Impact and the Executive Director/Chief Executive Officer, Superintendent and Chief Operating Officer/Chief Financial Officer reviews revenue projections subsequent to the Governor's annual "May Revise" budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for upcoming fiscal year before June 20. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs audit of the closed fiscal year and prepares audit report for submission to the Audit Committee.

At the end of the first full week of school, the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer reviews the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The Executive Director/Chief Executive Officer address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the Executive Director/Chief Executive Officer, Superintendent and Chief Operating Officer/Chief Financial Officer and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

Budget Transfers

TEACH Public Schools
Fiscal Policies and Procedures

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may transfer up to $10,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over $50,000 must be signed by two authorized signatories. Charter Impact will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.

Property Inventory

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer shall establish and maintain an inventory of all non-consumable goods and equipment worth over $1,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year. Any excess or surplus property owned by the

school may be sold or auctioned by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer provided the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of $1,000 shall be approved in advance by the Board.

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

Attendance Accounting

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of Instruction by the School.

2. The School's Instruction al calendar will include at least 175 days of Instruction to avoid the fiscal penalty for providing fewer than 175 days of Instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of Instruction as required pursuant to applicable law.

3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in Instruction al activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

Annual Financial Audit

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of

TEACH Public Schools
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Management and Budget audit circulars if the School spends in excess of the amount which requires an audit. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Required Budget and Other Fiscal Reports

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Date System, and other related data.

Property and Liability Insurance

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than $50,000 per occurrence and limit of no less than $5 million per occurrence. The school's Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and other staff who manage funds shall be placed under a fidelity bond.

Board Compensation

Board members may not receive compensation for their services as directors or officers. They may receive reimbursement of expenses by resolution to be just and reasonable as to the time the resolution is adopted.

Fundraising, Grant Solicitation, and Donation Recognition

TEACH Public Schools
Fiscal Policies and Procedures

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may enter into contracts and agreements not to exceed $50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of $50,000 must be submitted for board approval and may be executed by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer or other person specifically designated by the Board after the Board has duly approved the contract or agreement. Board approval is only required if a contract is entered into that exceeds $50,000 in value or an individual transaction exceeds the $50,000 threshold. The $50,000 board approval threshold does not apply to cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $25,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Business Operations Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the Executive Director/Chief

Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

PURCHASING AND VENDOR PAYMENT

Segregation of Duties

The School will develop and maintain purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

General Purchasing Procedures

Purchases of individual items and services over $50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least two vendors were contacted and such documentation shall be maintained for three years. Purchases in excess of $50,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services. While the lowest possible cost will always be reasonably secured, bidding and documentation of a good faith effort is not needed for cumulative expenditures that may exceed $50,000 in a fiscal year if no contract exists or if no individual good or service exceeds $50,000 in cost.

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over $50,000.

TEACH Public Schools
Fiscal Policies and Procedures

When approving purchases, the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer must:

a. Determine if the expenditure is budgeted

b. Determine if funds are currently available for expenditures (i.e. cash flow)

c. Determine if the expenditure is allowable under the appropriate revenue source

d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations

e. Determine if the price is competitive and prudent.

Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may authorize an individual to use a school debit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and/or Governing Board. The following provisions apply to debit card purchases:

1. The school card will be kept under locked supervision in the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer's office, and authorized individuals must sign the debit card out and must return the debit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer.
2. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
3. Debit cards will bear the names of both the Schools and the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer .

Petty Cash

The Business Operations Manager will manage the petty cash fund, which will be capped at $200. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Business Operations Manager and Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will have keys to the petty

cash box and drawer or file cabinet. All disbursements will require documentation of purchase. A register receipt for all purchases must be provided. The following are general petty cash operating procedures:

1. At all times the petty cash box will contain receipts and cash totaling $200. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Business Operations Manager within 24 hours of withdrawing the petty cash.
2. When expenditures total $200 (when cash balance is reduced to $0), the Business Operations Manager will total the disbursements, complete a Petty Cash Reimbursement Form, and obtain the approval of the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer. This should be done on at least a quarterly basis. The supporting receipts will be attached to the reimbursement request form and forwarded to Charter Impact.
3. Petty cash fund reimbursement checks will be made payable to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer.
4. Any irregularities in the petty cash fund will be immediately reported in writing to the Executive Director/Chief Executive Officer, Superintendent and Chief Operating Officer/Chief Financial Officer.
5. Charter Impact will conduct surprise counts of the petty cash fund.

Purchase Orders

Non-recurring purchases should be accompanied by a purchase order, which must be approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer.

1. The Principals, Assistant Principals, Directors, Coordinators and Office Mangers all have the ability to generate a PO request in Office Books.
2. The PO is then automatically sent in Office Books to the Executive Director/Chief Executive Officer, Superintendent and/or Chief Operating Officer/Chief Financial Officer for approval.
3. Once approved, the PO is then emailed to the vendor or copied and mailed for confirmation.

Payment Authorization

All original invoices will be forwarded to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer for approval.

TEACH Public Schools
Fiscal Policies and Procedures

1. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will carefully review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to Charter Impact with the invoice.
2. Once approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
3. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer may authorize Charter Impact to pay recurring expenses (e.g. utilities, leases, etc.) without the Executive Director/Chief Executive Officer, Superintendent of Chief Operating Officer/Chief Financial Officer's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Business Operations Manager will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and Board Treasurer/Chief Financial Officer will co-sign checks in excess of $50,000 for all non-recurring items. All checks less than $50,000

require only the signature of the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer.

5. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
6. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
7. A copy of any impress check will be sent to Charter Impact with directions to transfer funds from the schools operating account to refresh the impress account balance to $10,000 within 5 business days.
8. Charter Impact will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
    c. Cancelled Checks – maintained with the banking institution.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Bank Reconciliations

Bank statements will be received directly, unopened, by a district office staff member that does not have access to cash or the authority to approve payments or electronically. This staff member then scans and emails the statement to Charter Impact (or Charter Impact may be granted view-only online access). Once the statement is received:

1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Checks will be valid for 6th months, however any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer.

CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

TEACH Public Schools
Fiscal Policies and Procedures

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. All fundraising activities must receive written preapproval from the Executive Director/Chief Executive Officer Superintendent, or Chief Operating Officer/Chief Financial Officer.
    a. All funds must be collected by the Business Operations Manager and deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
    b. The Business Operations Manager and one other district staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
    c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only"
3. A deposit slip will be completed by the Business Operations Manager and initialed by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

Volunteer Expenses

All volunteers will submit a purchase requisition form to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer for all potential expenses. Only items with prior written authorization from the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the Executive Director/Chief

Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and/or Governing Board.

HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Executive Director/Chief Executive Officer, Superintendent, Chief Operating Officer/Chief Financial Officer or Assistant Superintendent of Human Resources & K-12 Instruction will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the Assistant Superintendent of Human Resources & K-12 Instruction and Business Operations Manager will be responsible for the creation of a personnel file will with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

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All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer for further guidance.

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Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal or Assistant Superintendent of Human Resources & K-12 Instruction will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For school site salaried employees, employees must sign into a log book to verify working days for accuracy. The Assistant Superintendent of Human Resources & K-12 Instruction will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the district office. The Superintendent, COO/CFO or Assistant Superintendent of Human Resources & K-12 Instruction will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Paychex will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Paychex will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer, and submit the forms to the state on behalf of the school.

The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Assistant Superintendent of Human Resources & K-12 Instruction or COO/CFO if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expense Reports

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer. Expenses greater than two months old will not be reimbursed.

Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer expense reports must be approved by a another staff member (one of the other three not receiving the reimbursement) and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

Travel

Employees will be reimbursed for mileage when the activity is pre-approved by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer must pre-approve all out of town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances require written approval from the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and receipts for all advanced funds not returned. After the trip, the employee must enter all of the appropriate information on a Travel Expense Report and submit it to the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer for approval and then on to Charter Impact for processing. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

TEACH Public Schools
Fiscal Policies and Procedures

Telephone Usage

Employees will not make personal long distance calls on the telephones without prior approval from a supervisor. Employees will reimburse the school for all personal telephone calls.

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

a. Statement of Financial Position
b. Budget vs. Actual Report
c. Monthly Forecast
d. Accounts Payable Aging
e. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Third Party Loans

The Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer before funds are borrowed.

Fund Balance Reserve

A cash reserve of at least 5% of the annual expenses will be maintained. Charter Impact will provide the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer with a Statement of Financial Position on a monthly basis. It is the responsibility of the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer and the Governing Board to understand the school's cash situation. It is the responsibility of the Executive Director/Chief Executive Officer, Superintendent or Chief Operating Officer/Chief Financial Officer to prioritize payments as needed. The Executive Director/Chief Executive Officer, Superintendent or Chief Operating

Officer/Chief Financial Officer has responsibility for all operations and activities related to financial management.

INTERSCHOOL TRANSFERS AND LOANS

Background:

The use of intercompany transfers or loans from one charter school to another charter school operated by the same nonprofit charter school management organization has been deemed appropriate by various charter school authorizers, review by the IRS and the California State Controller's Office. Furthermore, according to the legal counsel for the California State Auditor's Office, 'a nonprofit public-benefit corporation that operates multiple charter schools may temporarily loan state apportionment funds between schools, so long as the loan does not adversely affect the public school purposes of the charter school that loans the funds.

The Board of Directors of TEACH Public Schools has established a policy that permits schools that it operates to obtain temporary working capital. This is accomplished by transferring reserve funds from one or more schools with a surplus to a school with a financial need. In addition, due to the nature of operating related schools, transactions such as payroll, taxes, split invoices, etc. will need to be paid from a single bank, while the expenses belong to multiple schools/business segments. Such transactions create intercompany receivables and liabilities.

These interschool loans, receivables and liabilities will be subject to Board approval if the balance exceeds $350,000 at any one point in time. This includes balances between schools and related management organization under TEACH Inc. Lending will not be allowed unless the lending school has sufficient capital to lend without having an adverse impact on the educational program. The borrowing school must demonstrate a specific need and shall repay the entire loan in a timely manner. A monthly update on any and all outstanding interschool loans and balances shall be provided to the Board of Directors that shall include an update on each schools financial position, amount that has been repaid, amount outstanding and anticipated repayment date.

Coversheet

Public Policy Charter School Merger

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: F. Public Policy Charter School Merger
Purpose: Discuss
Submitted by:
Related Material: TEACH BOARD RESOLUTION re PPCS Merger.pdf

TEACH, INC.
BOARD OF DIRECTORS
BOARD RESOLUTION #_____

RESOLUTION APPROVING INTENT TO MERGE WITH PUBLIC POLICY CHARTER SCHOOL

WHEREAS, TEACH, Inc. ("TEACH") is a California nonprofit public benefit corporation that is organized for the specific purposes to manage, operate, guide, direct and promote one or more California public charter schools; and

WHEREAS, TEACH currently operates TEACH Academy of Technologies, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School, and TEACH Tech Charter High School, California public charter schools; and

WHEREAS, Public Policy Charter School ("PPCS") is a California nonprofit public benefit corporation that operates Public Policy Charter School, a California public charter school; and

WHEREAS, individuals from TEACH and PPCS, including, but not limited to, the Executive Director of Public Policy, the Chief Operating Officer of TEACH, and the Superintendent of Schools of TEACH (the "Merger Team"), have held discussions regarding the desire of TEACH to assume the operation of Public Policy Charter School and for PPCS to wind up and dissolve, for the benefit of the children, parents, and staff of both TEACH and PPCS, beginning in the 2021-22 school year ("Merger"); and

WHEREAS, the TEACH Board of Directors has considered the Merger Team's proposed general plan, timeline, fiscal impact and internal capacity for TEACH to operate an additional charter school pursuant to the Merger; and

WHEREAS, to effectuate such Merger, the Boards of Directors of TEACH and PPCS must first receive approval of a material revision of the Public Policy Charter School charter ("Material Revision") by the Los Angeles Unified School District ("LAUSD") Board of Education; and

WHEREAS, following approval by the LAUSD Board of Education of the Material Revision, the Boards of Directors of TEACH and PPCS must formally approve the Merger by adopting an Agreement of Merger; and

NOW, THEREFORE, BE IT RESOLVED that, the TEACH Board of Directors affirms its approval of the submission of the Material Revision to the LAUSD Board of Education, and its intent to adopt the Agreement of Merger upon notice of the LAUSD Board of Education's approval of the Material Revision, and hereby delegates authority to the Merger Team to finalize the Material Revision and submit the Material Revision to the LAUSD Charter Schools Division.

PASSED AND ADOPTED by the Board of Directors of TEACH, Inc. on July 15, 2020.

AYES:
NOES:
ABSTAIN:
ABSENT:

_____
Secretary
TEACH, Inc.

Coversheet

WACA Agreement 2020-2021

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: G. WACA Agreement 2020-2021
Purpose: Vote
Submitted by:
Related Material: WACA Proposal 20:21 .docx

Proposal For Crossing Services/ Landscaping/ Community Liaison Intervention

WACA

The Western Avenue Community Action is a group of concerned connected citizens, residents, community leaders, business owners, law enforcement personnel, and reformed gang members who are committed to increasing peace in the city of Los Angeles in general and on Western Avenue between Imperial Avenue and Florence avenue in particular. WACA was founded by Craig "Big" Batiste with the belief that members of communities are best equipped to have a positive impact on the communities from which they come. The WACA philosophy is that students should be free to matriculate safely and uninhibited by negative external forces. Likewise, schools should exist and thrive unfettered by the negative influences of the neighborhoods they exist in. When successful, WACA partners with community members to guarantee that students have the opportunity to travel to and from school without being harassed, attacked, or otherwise molested by members of the community. The effort Is to employ respected members of communities that schools sit in to use their influence for positive outcomes.

Comprehensive Safe Passage Intervention Services

WACA contracts with schools situated in predominantly South Los Angeles neighborhoods that are plagued by higher incidents involving crime, drugs, and violence. WACA seeks to intervene on behalf of students by providing an opportunity for neighborhood children to obtain a quality education without suffering the pressures of existing in areas of the city where local neighborhood forces can be an impediment to learning. WACA has built relationships with community members over the past 30 years which allow its members to use their community credibility to clear a safe path to and from school, and an existence wherein education is prioritized and respected.

WACA is an organization designed to adapt to service to the community in whatever form is needed at any given time in history. Initially WACA had a primary focus of gang diversion and prevention. Since its inception, WACA has transitioned its focus to include providing the communities it serves with knowledge and resources in the areas of: suicide awareness and prevention, economic development, job skill acquisition, crisis intervention services, and T shirt graphic design. Currently WACA is engaged in the pursuit of coordinating with local and national law enforcement agencies to devise a coherent plan to address the systemic racial injustices inherent in policing practices. WACA has also required each of its members to obtain COVID-19 training and certification in accordance with local, state, and federal guidelines.

When contracted by schools, WACA identifies and selects employees who are readily familiar with the immediate proximity of the school. WACA assigns schools to workers who are also community members of the school location. These community members are uniquely qualified to address the specific concerns of the school and to provide advocacy services on behalf of the school community. These services include cleaning the exterior parameters of the school, controlling graffiti and vagrancy, maintaining a constant presence and ostensible association

with the school, monitoring contact between community members and students and staff, patrolling parking lots, and assisting with pick up and drop off of students.

What is a School Safe Passage Program?
The objective of a Safe Passage program is to create a multi-agency enforcement partnership to provide safety from crimes against students on specific streets, at bus stops and on bus lines immediately around the school one hour after dismissal. A Safe Passage program can stand alone, however, it is most successful if implemented as one component of a multi-faceted safe school strategy that complements the mandated School Safety Plan. A structured Safe Passage plan allows schools, law enforcement, and the community to pinpoint "hot spots" for gang and related trouble on and around campus, and allows the district and specific school sites to respond to gaps and challenges and to examine district-wide safety issues.

Safety Collaboratives

Over the past few years, a number of schools in the Los Angeles Unified School District have formed Safety Collaboratives, in response to increasing violence and racial tensions on and off campus. These collaboratives bring together agencies and community stakeholders, to identify problems, brainstorm solutions, and mobilize resources. The California Community Relations Service (CCRS) was a member of one of the first collaboratives, as the conflicts at school were spilling into the community.

As the collaboratives began meeting, a number of them recognized "safe passage" as a key safety issue for students. Students reported that they felt most unsafe, not on campus, but in the community as they moved to and from campus. Students reported being the victim of armed robberies, gang harassment and intimidation, drive-by shootings, and other crimes. WACA is one of the collaborative community organizations that sprung from the need to provide community intervention services to school age children. WACA serves as a liaison between community members and each school it serves, as well as a mobile transportation service delivering homework, computers and or students safely to school or home.

Along with providing intervention services in an effort to protect students as they travel to and from school, WACA provides traffic intervention services. These services include crossing students to and from school, accompanying students to safely usher them home, diverting threats to student safety, and use of community contacts to maximize student safety.

"Safe Passage" Program Components

WACA has worked with two models of Safe Passage programs, which can operate alone, or concurrently:

Community Member/Liaison Fixed Post Safe Passage Program:

- Work with local government, community, and faith partners to mobilize and recruit parent volunteers.
- Law enforcement and school district to provide training for parent volunteers on safety precautions, radio use, reporting crimes, and other issues.
- Parent/Community volunteers to be posted around the school campus at target times, helping to protect students as they travel home from school.
- Volunteers positioned so as to complement existing law enforcement efforts.

Multi-Agency Collaborative Effort (Subcommittee):

- Law enforcement, probation, school administrators and staff agree to deploy available personnel within the identified "safe passage" boundaries at school dismissal time. Law enforcement agrees to support the efforts of parent volunteers.
- Partner transportation agencies agree to assess student bus ridership, bus line efficiency, and bus stop crowding and safety issues during dismissal hours.

"Safe Passage" Accomplishments:

- Monthly subcommittee meetings are held, attended by representatives of law enforcement (lieutenant or higher), probation, city attorney, housing authority, school administrators, district representatives, community representatives, MTA, and other agencies.
- Students report feeling safer, because of increased presence of adults and safety personnel around campus.
- Principals have reported increased visibility of law enforcement around the campus at dismissal time and increased coordination between law enforcement agencies and school administrators.
- The local transportation agency has conducted an audit of student bus ridership, to assess bus travel patterns and problem areas. In some cases, the agency has agreed to move bus stops, or add extra busses to their route patterns.
- Human Relations Commissions and district personnel have conducted extensive parent volunteer recruitment efforts in the community and have conducted "safe passage" orientation and training for potential volunteers.

Ongoing Implementation Plan for "Safe Passage":

- Law enforcement agencies dedicate available resources during dismissal times at many of the schools, and in some cases, instruct extra patrol to be in the area.
- Continued assessment of "hot spots": Subcommittees continue to share information on areas of high crime, student congestion, and other problems, so that as circumstances change, there is constant information-sharing.

SAFE PASSAGE PROPOSAL TO TEACH PUBLIC SCHOOLS

WACA Staff:

It is hereby understood that this agreement is written to account for the emerging need to make material changes to the number of school days students will attend school. Should there be a need to address ongoing local or national issues, crises, or problems, this agreement in principal allows TEACH Public Schools to alter the number of days WACA services are needed AND OR the type of services provided.

The agreement between WACA and TEACH Public Schools shall encompass services rendered in one of three formats. Full Staff, Reduced Staff, or Emergency Staff

Full Staff: WACA will provide workers to each of the 3 campus locations for the purpose of ingress and egress traffic intervention. Each site will have two assigned WACA staff members responsible for traffic intervention services. Should additional staff members become necessary, this agreement will allow for mutual agreement to add workers as needed at the rates listed. Rates under this agreement will remain constant.

Reduced Staff: WACA will provide services to each of the 3 campus locations on the days that children attend school. Reduced Staff protocol shall be utilized in scenarios wherein student schedules have been altered to reflect a mixture of both distance learning and on campus instruction. The reduced staff format includes 151 instructional days and there is no student movement to or from campus on Fridays.

Emergency Staff: WACA will provide 1 person to work at 1 specific campus location, primarily responsible for special tasks such as food distribution. Within this format, services provided will not include traffic intervention. Under this agreement WACA may be utilized for computer delivery or retrieval, or homework packet delivery/retrieval. This protocol allows TEACH Public Schools the flexibility to modify this agreement without recreation to address: emerging needs in the areas of heightened safety risks due to ongoing violence in the neighborhood; the Covid-19 pandemic; relocation requirements; and any other arising special issues.

Food Distribution

In scenarios wherein TEACH Public Schools provides meal service to either students, families and/or community members, WACA will be serving as a support service, under the direction of the TEACH Central Office, ensuring the safety of our community during the meal distribution. In addition, WACA can support, but not limited too, in preparing & distributing meals, serving as a liaison to community members, and assisting in opening/closing of the school campus. Each time food is distributed, WACA staff members will be compensated at the rate of $25 per hour. The estimated time of distribution shall be 3-hour intervals.

Billing:

It is understood between the parties that billing for traffic intervention services shall take place under the following terms:

WACA staff will receive $50 per instructional day. The proposed schedule for instruction is either 185 or 151 days. If an 185 day schedule is used, each WACA staff member will earn $9,250. If a 151 day schedule is used, each WACA staff member will earn $7,550. WACA will bill TEACH Public schools on a recurring weekly basis. Invoices will be electronically submitted to TEACH Public Schools.

WACA agrees to:

1. Provide fully trained and equipped crossing guards for each of the crossing guard locations designated by TEACH Public Schools. Two WACA traffic interventionists @ TEACH Prep, 85th & Western. Three WACA traffic interventionists @ TEACH Academy 103rd & Western, Century & Western. TEACH Tech 107th & Western, 106th & Western. 1 roving crossing guard in patrol car monitoring student movement and providing immediate response to matters involving student ingress and egress.
2. Provide a program manager who will coordinate crossing guard services with the TEACH principals. The program manager shall remain available to coordinate and regularly meet with principals for input on relevant needs and matters involving WACA employee performance.
3. Provide a roving supervisor to ensure guard activities are taking place at the required places and times and that guards are complying with the proper safety procedures.
4. Provide fully trained and equipped alternate personnel to ensure all contracted locations are covered in the event regular personnel are absent.
5. WACA shall have an independent Pre-employment Screening Program for crossing guards that shall include: Employment reference check, Criminal background check/fingerprinting service, Tuberculosis screening, COVID-19 screening, and Social Security verification.
6. Provide all crossing guards with identification badges, a standardized uniform and proper weather apparel and gear, approved by the TEACH Public Schools, which will be worn at all times, while performing contacted duties.
7. Provide all crossing guards with handheld stop signs and reflective vests which will be worn at all times to comply with State laws and regulations.
8. All crossing guards provided by WACA shall be trained by WACA. Training shall include State and City laws and codes pertaining to general pedestrian safety and school crossing areas. Training shall also include general traffic safety for pedestrians, motorists, and crossing guards as well as relevant Covid19 laws and ordinances. WACA personnel shall all have current CPR training.
9. Provide the TEACH Public Schools with a monthly schedule, in advance, of the locations to be serviced, the personnel deployed at those locations, and the start and end times of each shift at each location.
10. In the event of a complaint, WACA shall investigate all public complaints concerning crossing guard services. WACA shall within 24 hours to advise of the status of any necessary remedy/resolution of said complaint.
11. On a quarterly basis, WACA's supervisor shall meet with school and or district representatives for evaluation and comments, and pertinent staff to assess and discuss existing problems that may have occurred.

12. It is the intent of this contract to provide for school day coverage of the above listed locations. Other additions and/or deletions of locations will be at the same hourly rate and daily hours allowed per location and will be subject to the approval of TEACH Public Schools.
13. Provide daily intervention services between students of TEACH Public Schools and members of the greater Los Angeles community.
14. Services will be provided on an annual quarterly basis. (July-September, October-December, January –March, & April-June). The fee for services shall be $50 per day per worker. Daily hours shall be 7:15-8:45am and 3:15-4:00pm. Additional services shall be provided as needed and at rates mutually agreed upon by the parties.
15. This contract shall take effect on or about July 15, 2020 and remain in effect through June 30, 2022.

Landscaping
WACA shall provide landscaping services to specific sites in the following manner:

TEACH PREP
Periodic painting (graffiti removal)
Bi-weekly power washing of campus (lunch area and building)
Daily cleaning of front walkway removal of trash, leaves, drug paraphernalia,
$350 per month

TEACH TECH
Daily parking lot cleaning (daily removal of vagrants, feces and drug paraphernalia)
Bi-weekly tree trimming
Weekly mowing of front grass & rear bushes
Bi-weekly Power washing of front and rear of school (playground lunch area, windows)
$500 per month

TEACH ACADEMY
Daily parking lot cleaning (removal of feces and drug paraphernalia)
Bi-weekly tree and hedge trimming
Bi-weekly power washing of front, walkways, and rear of building
Daily trash removal at south west corner near bus stop,
Daily sweeping and removal of debris from alley East of 10000 building,
Weekly mowing of all grass at 10000 building
$500 per month

_____ _____
WACA TEACH Public Schools

Coversheet

Facilities Update

Section: IV. Facilities Report
Item: A. Facilities Update
Purpose: FYI
Submitted by:
Related Material: Facilities Report 7-11-20.pdf

Facilities Report for the week of 7-5-20 / 7-11-20

8505:

Painting is ongoing and regular maintenance is being done. Same no changes!!

1750:

John Bonillia from Imapct modulers has been in contact with us and the head inspector in order to try to help us resolve the issues we are having with the city.

10000:

Painting is ongoing and regular maintenance is being done. The Cabinets will be installed on 7-17-20 and the last cabinet will be brought along with the hardware and shelves. The company that made the cabinets will install the cabinets. Bay alarm checked the 10000 bldg and the MPR and said the fire system were good.

10045:

Bay alarm finished checking the system and installed a new strobe that was needed. The metal thresholds for the new doorways in the bungalows will be installed on 7-15-20. Regular maintenance and cleaning is being done.

10616:

Painting is ongoing and regular maintenance is being done. The project of replacing the carpet is 100% completed, they waxed the floors in the main office and also put back all the furniture and cabinets. New doorway is installed in Mrs Hydel's office and completed. Bay alarm is still checking the

fire alarm system to make sure everything is good for the final inspection.

District Office:

The project of the bathroom and sealing the wall is completed.

10600: There has been a back log of 6 weeks and we are coming up on our 6th week mark. We should see more progress this next week.

Coversheet

TEACH Tech Charter High School

Section: V. School Site Reports
Item: B. TEACH Tech Charter High School
Purpose: FYI
Submitted by:
Related Material: JulyTEACH_TechMonthlyBoardReport.xlsx.pdf

CONFIDENTIAL

TEACH Public Schools

TEACH Tech Charter High School

Monthly Board Report

For the Month of:

Jul-20

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000000TEACH Public Schools - TEACH Technology: School Goals Report 2019-20

Enrollment Projections

Goal: **Mximize enrollment 460-470**

Summary Status: We are conducting various enrollment efforts with our prent liason Mr. Ramirez.

Row Labels	New	Tentatively	Total	Registration	Budgeted	Goal	Difference	Difference
9	27	94	121	19	120	150	1	-29
10	0	124	124	3	120	120	4	4
11	1	100	101	0	120	120	-19	-19
12	0	79	79	0	80	80	-1	-1
Grand Total	**28**	397	425	22	440	470	-15	-45

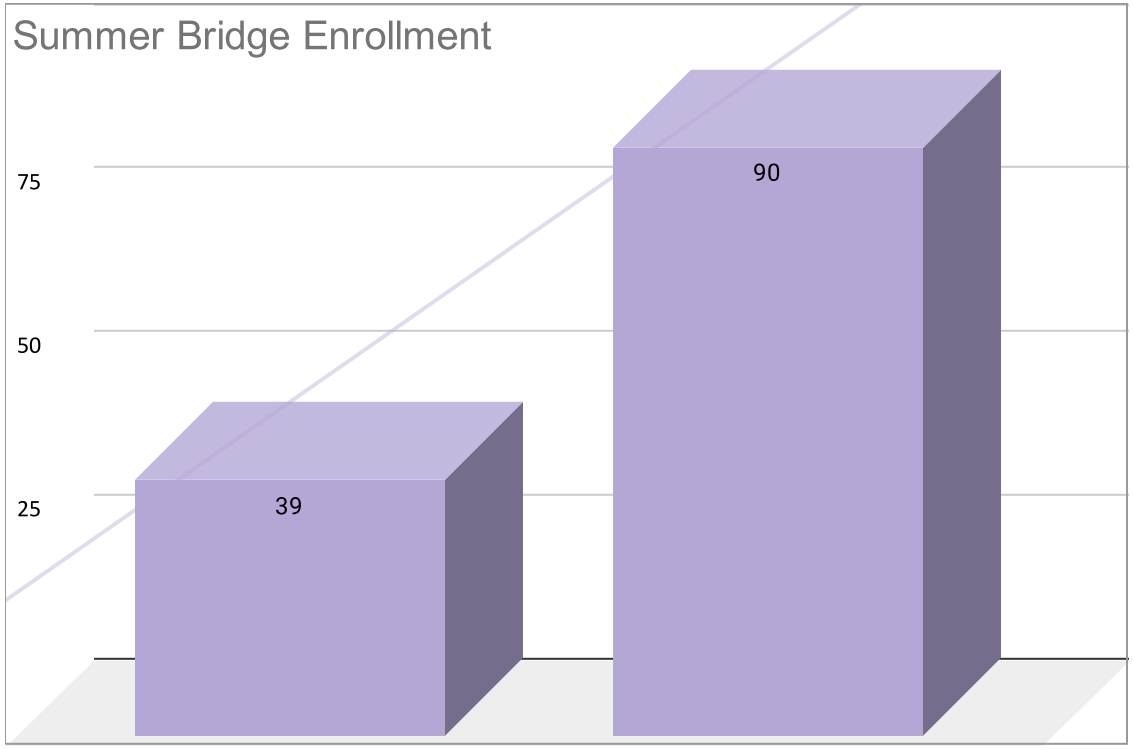
Notes (Implemented Strategies &/or Challenges):

a) Enrollment Efforts: Open House, Mailers, Orientations, Canvasing, Welcome Packet

Summer Bridge and Summer School

Goal: **Provide**

Summary Status: We have called returning students for summer school and are enrolling incomoing 9th grade students for summer bridge.





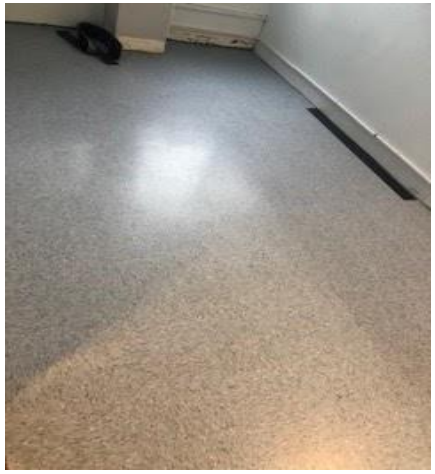
Summer Priorities

Goal: **ReOpen in accordance of the LA DPH and CDE guidance**

Summary Status: Now we are in crunch time.

Task	Done	Pending	Still Need
Reopening Bell Schedule		Approval	
Facilities maintenance	Some Painting and Office floors		Finish painting, Wax floors, Continue Sanitizing building
Sanitizing products	Citricide, Masks (cloth and disposable)		Gloves, Face Shields, Floor Markers, Hand Sanitizers, Hand Washing Stations, Plexi glass
Order curriculum	AP US, AP World, McGraw Hill, Spanish Readers, College Spring (Math and English)		AP Readers, Yondr Pouches?
Administrative Duties			CUMS, Incoming student files, Schedule Assessments?





Hiring	Hired: 3 new math and 1 new RSP		AP Calc/Integrated Math 2 Teacher
Tech			1-1 Laptops, Wifi for students in need, Inventory, Replacements