

# Comprehensive School Safety Plan

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2024 - 2025

## The Heights Charter School Dehesa School District

Diana Whyte, Director  
2710 Alpine Blvd, Suite E  
Alpine, CA 91901  
619-792-9000

The Comprehensive Safe Schools Plan was last updated on:  
2/24/2025

### Board Members

Kellie Peel  
Debra Cramsie  
Kristi Scherbaum  
Casey Larsen  
Cassandra Andrews  
Angie Sandkuhl  
Jenna Andrus

### Superintendent

Bradley Johnson

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

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

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

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

#### **Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan**

Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook.

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## Development of the Comprehensive School Safety Plan

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

#### Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the 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, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

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

TITLE	NAME
Principal/Designee	Diana Whyte, Director
Certificated Employee	Kim Koenig, Special Education Director/Special Education Teacher/School Psychologist Nicky Jones, Assistant Director Kim Foye, Teacher Keith McKinsey, Teacher
Parent	Jennifer Pockett, Teacher
Classified Employee	Stephanie Lyle
Law Enforcement Agency (Consult)	Amber Brassard, Crime Prevention Specialist, Alpine Patrol Station
Fire Department (Consult)	Jason McBroom, Fire Marshall, Alpine Fire Protection
Local Emergency Medical Services Personnel	John Klatt, American Safety Camie White, Lead Nurse Sharp

# Communicating the Plan to the Public

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School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site: The Heights Charter

Date: February 24, 2025 at 4:15 pm

Location: The Heights Charter 2710 Alpine Blvd., Suite E Alpine, CA 91901

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

- School calendar of events sent via e-mail January 27, 2025
- Physical posting of agenda items on February 21, 2025
- Public meeting posting on the school website on February 21, 2025

# Assessment of the Current Status of School Crime and Safety

## DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	There have been zero suspension in the 2024-2025 school year. This is consistent with the past four years.
Expulsions	There have been zero expulsions for the 2024-2025 school year. This is consistent with the last three years.
Chronic Absences	There have been zero chronic absences for the 2024-2025 school year. This is consistent with the last four years.
Law Enforcement Calls for Service Report at Site	There have been zero law enforcement calls for service in the 2024-2025 school year. This is consistent with the last three years.
Fire Inspection Report Data	The most recent fire inspection was conducted on August 6, 2024. There were no violations noted. This is consistent with the last four years.
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	There are currently eight Registrants/Sexual Offenders living within a two-mile radius of The Heights Charter.
Community Crime data	Based on SANDAG data, the community of Alpine has a lower-than-average crime rate compared to similar unincorporated areas of the County of San Diego. While violent crime does occur, it is decidedly rare. Note: Crime Mapping does not include unincorporated Alpine in its data set.

Crime data for The Heights Charter has stayed consistent since the school's inception. It is fortunate to be located in a relatively safe community and has had few issues with suspension and expulsion in its history. The small school size, safe community, and relationship building by its staff accounts for this continued trend.

# Appropriate Programs and Strategies that Provide School Safety

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## The Heights Charter Specific Information

In compliance with **Education Code 32282** and **Education Code 32282.1**, The Heights Charter employs many programs and strategies to keep students and staff safe.

- *Roles & Responsibilities of mental health professionals and school counselors, school resource officers, and police officers on*  
The school mental health professional and school counselor provides crisis intervention and management techniques, provides crisis support to students, helps students develop social skills, and helps students navigate stress. They also help connect students, families, and staff to outside community services.
- *Training for staff, students, parents on anything related to school safety/security/school climate, etc.*  
The Heights Charter provides its teachers and staff with multiple professional development programs. Among these are specific training for lockdown procedures, shelter in place procedures, drop off and pick up procedures, first aid and CPR training, relationship building training, and student discipline training. The Heights Charter relies on Love and Logic for school discipline—a restorative justice approach.
- *Emergency Cards*  
Students and staff all have emergency cards on file, located in the school office. These are updated yearly and contain emergency contact information as well as basic health information, among other details.
- *Volunteer and Visitor Management*  
All volunteers and visitors must go to the school office first to be checked in. Once they are checked in and have been approved to be on campus, they must wear a volunteer or visitor lanyard to identify themselves to the rest of the campus. Volunteers are prescreened as required by law. Visitors and volunteers must check back in to the office to return their lanyards to depart campus. Staff and teachers are trained to ask unidentified persons to check in at the school's office.
- *Adult Supervision*  
All student groups have at least two adults (or more if mandated by law) with them at all times. This ensures that a safe ratio of adults to children is maintained and that all emergency responses can happen in a timely manner.
- *Character & Citizenship development*  
The Heights Charter uses the "Second Step" program, among others, to teach character traits such as empathy. The school counselor meets with students weekly.
- *Digital Citizenship*  
The Heights Charter uses state-of-the-art monitoring controls and access tools on all school devices. The software continuously scans for words, phrases, and websites that might pose a danger to the school community. A staff member is dedicated to monitoring any unusual electronic activities.
- *Site Discipline and Positive Behavioral Support*  
The Heights Charter relies on positive behavior programs and a restorative justice program called "Love and Logic for site behavioral support and site discipline. All teachers have rewards-based behavior programs in place. Students who do find themselves in situations requiring discipline are walked through taking responsibility, fixing the problem they have caused, and choosing disciplinary actions (when appropriate).

- *Hazard mitigation*  
The Heights Charter takes a proactive approach to hazard mitigation. Through the development of this document, risks are identified, and plans are implemented to lessen those risks yearly. We conduct staff training, fire drills, earthquake drills, and active shooter drills on a regular basis. We have installed security cameras, building alarms, and provided closed-circuit walkie-talkies to every member of staff.
- *Graffiti removal/vandalism repair*  
The Heights Charter is relatively small and sees very little graffiti or vandalism. Any graffiti is removed and any repairs made from vandalism are repaired immediately.
- *Comfortable rooms/adequate lighting*  
Classrooms at The Heights Charter are all comfortable and have adequate lighting. Each room, either from windows or skylights, has access to natural light. They all also have access to a restroom without students having to go to outside facilities.
- *Closed campus*  
Students are not allowed to leave the school site unless accompanied by a parent, guardian, or someone from their emergency contact list. They are not allowed to leave campus for lunch.
- *Emergency procedures for students with disabilities*  
The Heights Charter individualizes emergency procedures for students with disabilities. Currently, there is only one student who requires an individual procedure. This 8<sup>th</sup> grade student has two designated specialized assistants in case of an emergency.
- *Anti-Bullying/Bullying Prevention Program*  
The Heights Charter uses several anti-bullying techniques, but the primary program employed is "Second Step." Through the promotion of empathy, students are able to re-evaluate situations and their reactions to create a more unified school population.
- *Emergency Drills and exercises*  
The Heights Charter practices all fire, earthquake, and active shooter drills as mandated by law. These drills are documented with feedback sessions at following staff meetings. Staff are always looking for ways to improve drills and increase muscle memory in the students.
- *Security Cameras*  
The Heights Charter uses strategically placed security cameras. These cameras are used to monitor the premises. The cameras are also used to investigate student incidents.
- *Restorative Practices*  
Through programs such as "Love and Logic," The Heights Charter students are exposed to restorative practices. Students become active participants in accepting responsibility for wrongdoing, deciding how to fix the problem they have created, and choosing an appropriate consequence.
- *Military and Family Life programs*  
The Heights Charter has a Parent Council that meets quarterly with the director of the school. These meetings help shape school responses to student and family needs.



# Child Abuse Reporting Procedures

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## The Heights Charter adheres to Dehesa School District Child Abuse Reporting procedures as follows:

The Heights Charter School directs staff to cooperate vigorously in following the law requiring that suspected child abuse and/or neglect be reported.

Each staff member, classified and certificated, newly hired to The Heights Charter as child care custodians or health practitioners is provided with information on child abuse reporting. Current law states that a child care custodian includes a teacher, nurse, administrative officer, or certificated student personnel employee of a public or private school, and after training in the applicable child abuse reporting requirements, an instructional aide, a teacher's aide, or a teacher's assistant, employed by any public or private school. It also includes a classified employee of any public school who has been training in the applicable child abuse reporting requirements. A child care custodian shall report any known or suspected instance of child abuse to a child abuse protective agency immediately, or as practicably possible.

Each staff member hired since the opening of The Heights Charter signs a statement attesting to his/her knowledge of the provisions for child abuse reporting and his/her willingness as a mandated reporter to comply with reporting suspected child abuse/neglect.

All staff is made aware of their legal responsibility and liability regarding child abuse through a required signature on a form outlining these obligations. These reporting procedures are outlined in order to assure that staff is fully knowledgeable regarding the steps they are to take.

In addition, in accordance with the passage of **AB 1432** in September, 2014, all staff is trained annually using the **online training module** provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in **Penal Code 11165.7**, on the mandated reporting requirements.

All persons required to receive training under the bill must provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The Heights Charter | 5000 | BP 5141.4 Students

### Child Abuse Prevention and Reporting

#### Child Abuse Prevention

The Board of Trustees recognizes the charter school's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The charter school's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Director or designee shall seek to incorporate community resources into the charter school's child abuse prevention programs. To the extent feasible, the Director or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

#### Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the charter school has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

#### EDUCATION CODE

32280-32288 Comprehensive school safety plans

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

#### PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.4 Child Abuse and Neglect Reporting Act

## WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

## CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

## CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

## WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services

Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

Policy THE HEIGHTS CHARTER

Adopted: 9/20/2021 Alpine, California

The Heights Charter| 5000 | AR 5141.4 Students

## **Child Abuse Prevention and Reporting**

### Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

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)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on

evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any charter school employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (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)

San Diego County Sheriff

2751 Alpine Blvd.

Alpine, CA 91901

(619) 659-2600

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

#### 2. 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)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

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

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

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the director, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Director or designee.

The director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

#### Victim Interviews by Social Services

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 director 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 Director or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 145.11 - Questioning and Apprehension by Law Enforcement)

## Parent/Guardian Complaints

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR4650.

(cf. 1312.3 - Uniform Complaint Procedures)

## Notifications

The Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)



2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation THE HEIGHTS CHARTER

Approved: 9/20/2021 Alpine, California

Print

**SUSPECTED CHILD ABUSE REPORT**

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

PLEASE PRINT OR TYPE

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT?
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED?	DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO			SPOKEN IN HOME	
	IN FOSTER CARE?	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)	
	<input type="checkbox"/> YES	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND			<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
	<input type="checkbox"/> NO	<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS	
			<input type="checkbox"/> YES <input type="checkbox"/> NO		VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	<b>VICTIMS</b>					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____			
	2. _____		4. _____			
	<b>PARENTS/GUARDIANS</b>					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE
					BUSINESS PHONE	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE
				BUSINESS PHONE		
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE
OTHER RELEVANT INFORMATION						
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

### I. MANDATED CHILD ABUSE REPORTERS

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

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

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

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

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

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

### V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

#### ETHNICITY CODES

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

# DISASTER PROCEDURES

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

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

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# Emergency Operations Overview

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

## Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by The Heights Charter Board of Directors.

## Training & Exercises

### Training

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

### All Staff

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

### Staff Assigned to Incident Command Team

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

## Drills and Exercises

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

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

The California Education Code requires the following drill schedule:

### ELEMENTARY SCHOOLS

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



## MIDDLE/INTERMEDIATE SCHOOLS

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

## SECONDARY SCHOOLS

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

**Please note that ALL occupants at your site must participate in these drills**

In addition to the drills mandated by the state listed above, The Heights Charter recommends the following drills:

## RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1	Once per school year
Secure Campus Drill	1	Once per school year
Lockdown Drill	1	Once per school year

### Tabletop Exercises

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

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

### Drill & Exercise Compliance

School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the charter oversight team that works for Dehesa School District.

## CONCEPT OF OPERATIONS

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

## OPERATIONAL LEVELS

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

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

## STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

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

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

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

## NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

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

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

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

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

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

The Heights Charter and Dehesa School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the charter oversight team for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

## INCIDENT COMMAND SYSTEM (ICS)

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

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

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



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

## EXPANSION OF ICS FUNCTIONS

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

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

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

## INCIDENT COMMAND TEAM OVERVIEW

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

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

## Summary of Incident Command Team Assignments

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

**Site Incident Commander** – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties  
**Safety Officer** - ensures all activities are conducted in as safe a manner as possible

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

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

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

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

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

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

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

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

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

## UNIFIED COMMAND

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



# Disaster Service Worker Status

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

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

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

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

## Government Code 3100

*It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*  
(Amended by Stats. 1971, Ch. 38.)

### **The Heights Charter – Administrative Regulation 4112.3**

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

### **Government Code – 3100**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources,

all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.  
(Amended by Stats. 1971, Ch. 38.)

## Emergency Communications

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

COMMUNICATION TOOLS MATRIX		
MODE	ADVANTAGES	DISADVANTAGES
<b>SCHOOL E-mail</b>	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
<b>Web Page Post</b>	For parents/community. Easy, quick	Requires user to visit website
<b>MNS Text Message</b>	For parents/community and possibly staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
<b>Staff Email</b>	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
<b>Zoom</b>	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
<b>Social Media</b>	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
<b>Fire Alarm System</b>	Wide broadcast; easily heard	Only alarm – no voice feature.
<b>Bullhorns</b>	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
<b>Runners</b>	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming

<b>Two-Way Radios</b>	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
<b>Cell phones</b>	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
<b>Landlines (analog or digital)</b>	Good for one-to-one communication	Limited mobility.

# Emergency Notifications to Campus

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

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	Two-Way Radio, MNS Text
Duck, Cover, Hold On	Two-Way Radio	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	Two-Way Radio	MNS Text
Secure Campus	Two-Way Radio	MNS Text
Lockdown	Two-Way Radio	MNS Text, Evidence of gunfire or threat of violence on campus.
All-Clear	Two-Way Radio	MNS Text

# Emergency Notifications to Outside Entities

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

911 Calls	<ul style="list-style-type: none"><li>When placing a 911 call: give your name, school name, and school address</li><li>Give specific location of shooter, intruder, fire, hazardous material or other emergency</li><li>Indicate location of incident command post</li></ul>
Mass Notification to Parents	<p><u>During an emergency:</u> Parents will receive a MNS text with “need to know” information, email notification will also be made if time available</p> <p><u>After an emergency:</u> Parents will receive MNS text message and email notification of how emergency was resolved and/or reunification steps</p>

# Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent’s Office of the recommended actions to be taken. However, if the emergency

requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.

- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the “Emergency Notifications” section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

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

#### **INTERNAL CONTACTS:**

<b>CONTACT</b>	<b>EMERGENCY</b>	<b>NON-EMERGENCY</b>
<b>District Superintendent’s Office</b>	(619) 444-2161	(619) 444-2161

#### **EXTERNAL CONTACTS:**

<b>CONTACT</b>	<b>EMERGENCY</b>	<b>NON-EMERGENCY</b>
<b>Alpine Sheriff Station</b>	9-1-1	619-659-2600
<b>Alpine Fire Department</b>	9-1-1	619-445-4505
<b>San Diego County Sheriff</b>	9-1-1	858-565-5200
<b>San Diego Gas &amp; Electric</b>	619-725-5114	800-411-7343/800-611-7343
<b>S.D. County Hazardous Materials and Waste</b>		858-505-6657
<b>S.D. County Public Health and Human</b>		619-441-6500
<b>S.D. County Office of Emergency Services</b>		858-565-3490
<b>Poison Control</b>	800-222-1222	
<b>S.D. County Animal Control</b>	619-236-2341	619-757-2675
<b>Sewer</b>	858-514-4990	858-514-4990
<b>Water</b>	858-514-4990	858-514-4990



# Standardized Emergency Response Actions

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

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

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented. See Functional Annex A for more information on Standardized Emergency Response Actions

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

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

**SEE FUNCTIONAL ANNEX A for more information on these standardized responses**

# Emergency Supplies/Disaster Containers

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## Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Containers are located: In each classroom.

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

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

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

## **CRISIS RESPONSE BOXES**

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

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

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

## **CLASSROOM EMERGENCY KIT**

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office and in every classroom.

# Suspension & Expulsion Policies

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## The Heights Charter Suspension and Expulsion Policies as follows:

The Heights Charter| 5000 | BP 5144.1 Students

### **Suspension and Expulsion/Due Process**

The Board of Trustees desires to provide charter school students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of charter school students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

To correct the behavior of any student who is subject to discipline, the Director or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline.

(Education Code 48900.5)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

(cf. 5131.7 - Weapons and Dangerous Instruments)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

Charter school staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the charter school's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Director or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation.

(Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the director shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the director or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the director or designee shall explain the charter school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the Director or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

Charter school regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Director or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

#### Monitoring the Use of Suspension and Expulsion

At the end of each school year, the Director or designee shall present a report to the Board regarding the use of suspension and/or expulsion in the charter school. The report shall include, but is not limited to, outcome data which the charter school is required by law to collect and data related to the effect of suspension and/or expulsion on the charter school's minority student populations or groupings.

(cf. 9320 - Meetings and Notices)

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

## CIVIL CODE

47 Privileged communication

48.8 Defamation liability

## CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

## GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

## HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

## LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

## PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon



245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

PENAL CODE (continued)

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

#### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:  
<http://www.ed.gov/about/offices/list/osdfs>

#### Policy THE HEIGHTS CHARTER

Adopted: 3/18/2014 Alpine, California

The Heights Charter | 5000 | AR 5144.1 Students

### **Suspension and Expulsion/Due Process**

#### Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level.
2. Referral to a certificated employee designated by the Director to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the director or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the charter school is in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Director's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the director, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the director's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the director's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

## Notice of Regulations

At the beginning of each school year, the Director of the charter school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

## Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. 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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, 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 (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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 such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. 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, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. 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 (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property (Education Code 48900(l))

13. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means 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. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

15. 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 (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying (Education Code 48900(r)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$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. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any charter school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

(cf. 5131.1 - Bus Conduct)

3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

#### Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the director or designee and send the student to the director or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

#### Suspension by Director or Designee

The Director or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the director has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correcting a student's behavior are implemented prior to imposing suspension upon the student, including supervised suspension, the Director, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

However, the Director, or designee may impose a suspension upon a first offense if he/she determines that the student violated any of items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

In addition, the Director, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the director or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

The Director, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

The charter school may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)



1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, director, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

Suspensions shall be initiated according to the following procedures:

This conference may be omitted if the Director, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or 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 the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the director or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee 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. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

Although the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Director or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Director or designee determines, following a meeting in which the student and the student's parent/guardian were

invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

If the student involved is a foster youth, the Director or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

In addition to suspending a student, the Director, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

### Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Director, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### Supervised Suspension Classroom

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to a supervised suspension classroom, the director or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Director, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

#### Mandatory Recommendation for Expulsion

Unless the Director or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Director, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

## Mandatory Recommendation and Mandatory Expulsion

The Director, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a charter school employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the Director or designee's concurrence. However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

## Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Director, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Director or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the Director, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

#### Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Director or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Director or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of charter disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of

the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

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.

#### Additional Notice of Expulsion Hearing for Foster Youth

At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Director or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Director or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. 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. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Director or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All

subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Director or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant 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. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be

represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The charter school shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Director or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))



If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

#### Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

#### Written Notice to Expel

The Director or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. 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 expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

#### Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in the charter school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Director or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational

placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

#### Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the charter school simultaneously with the filing of the notice of appeal with the County Board. The school shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The Director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

#### Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades TK-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

#### Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the school shall consider readmission of the student. (Education Code 48916)
2. The Director or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Director or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Director or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Director or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other school students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the charter school based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile school, or other such contact with the juvenile justice system. (Education Code 48645.5)

## Maintenance of Records

The charter school shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Director or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

## Outcome Data

The Director or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

In addition, the Director or designee shall disaggregate student data collected based on race, color, nationality, religion, disability, and other categories protected from discrimination under the law

## Regulation THE HEIGHTS CHARTER

Approved: 3/18/2014 Alpine, California

The Heights Charter | 5000 | AR 5144 Students

## Discipline

### Site-Level Rules

In developing site-level disciplinary rules, the Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

Each school shall file a copy of its rules with the Director or designee.

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.  
(Education Code 35291)

#### Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching pro-social behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

9. Recess restriction as provided in the section below entitled "Recess Restriction"

10. Detention after school hours as provided in the section below entitled "Detention After School"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Co-curricular Activities)

13. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

14. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

## Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the Director or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

## Community Service

As part of or instead of disciplinary action, the Board, Director, or designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

## Notice to Parents/Guardians and Students

At the beginning of the school year, the Director or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Director or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the school.

## Regulation THE HEIGHTS CHARTER

Approved: 11/13/2019 Alpine, California



# Procedures for Notifying Teachers of Dangerous Pupils

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## The Heights Charter adheres to the Dehesa School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

### THE HEIGHTS CHARTER

#### Procedures for Notifying Teachers of Dangerous Pupils

The Heights Charter adheres to the procedures for notifying teachers of dangerous pupils as follows:

At the beginning of each new school year, staff are notified of students who may be considered dangerous through emails and/or memos placed in the teacher mailboxes.

An example of the message is listed below:

### CONFIDENTIAL

□ Hello Teachers, Education Code Section 49079 requires that district notify teachers regarding any pupil “who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivision (a) to (g) inclusive, and (l) to (o) inclusive, of Section 48900 without regard to where the acts occurred.” The suspension notification must cover students who have been suspended during the previous two school years.

Teachers with questions are encouraged to contact the Director.

The Heights Charter

Adopted: 1/27/2020 Alpine, CA

The Heights Charter | 4000 | BP 4158 Personnel  
Employee Security

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Director or designee immediately. The Director or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Director or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

(cf. 3320 - Claims and Actions Against the District)  
(cf. 3515.4 - Recovery for Property Loss or Damage)

The Director or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Director or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Director or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

#### Use of Pepper Spray

Employees may possess pepper spray that meets the requirements of Penal Code 12403.7 on school property and at school activities for their own safety. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

#### Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the director, who shall take appropriate action
3. Immediately call 911 and the director

(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

## Legal Reference:

### EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings  
32225-32226 Communication devices  
35208 Liability insurance  
35213 Reimbursement for loss, destruction or damage of school property  
44014 Report of assault by pupil against school employee  
44807 Duty concerning conduct of students  
48201 Transfer of student records  
48900-48926 Suspension or expulsion  
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion  
49330-49335 Injurious objects

### CIVIL CODE

51.7 Freedom from violence or intimidation

### CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

### GOVERNMENT CODE

995-996.4 Defense of public employees  
3543.2 Scope of representation

### PENAL CODE

71 Threatening public officers and employees and school officials  
240-246.3 Assault and battery, including:  
241.3 Assault against school bus drivers  
241.6 Assault on school employee includes board member  
243.3 Battery against school bus drivers  
243.6 Battery against school employee includes board member  
245.5 Assault with deadly weapon; school employee includes board member  
290 Registration of sex offenders  
601 Trespass by person making credible threat  
626-626.11 School crimes  
646.9 Stalking  
12403.7 Weapons approved for self defense

### WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality  
828.1 District police or security department, disclosure of juvenile records

### COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention

Office: <http://www.cde.ca.gov/ss/>

Policy THE HEIGHTS CHARTER

Adopted: 10/18/2021

# Discrimination & Harassment Policy

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## The Heights Charter Discrimination and Harassment Policy

The Heights Charter | 4000 | BP 4119.11 Personnel

### Sexual Harassment

The Board of Trustees prohibits sexual harassment of charter employees and job applicants. The Board also prohibits retaliatory behavior or action against charter employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

The Director or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any charter school employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any charter school employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)  
(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

##### GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

##### LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

##### CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

##### CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

##### UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

##### CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

##### COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

#### Management Resources:

##### OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

##### WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/index.html>

##### Policy THE HEIGHTS CHARTER

Adopted: 3/18/2014 Alpine, California

## The Heights Charter | 4000 | AR 4119.11 Personnel Sexual Harassment

### Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the Individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the Individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### Training

Every two years, the Director or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Director or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees; duty to use the district's complaint procedures.

#### Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct. All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)
  1. The illegality of sexual harassment
  2. The definition of sexual harassment under applicable state and federal law
  3. A description of sexual harassment, with examples
  4. The district's complaint process available to the employee (cf. 4031 - Complaints Concerning Discrimination in Employment)
  5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
  6. Directions on how to contact DFEH and the EEOC
  7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation THE HEIGHTS CHARTER

Approved: 3/18/2014 Alpine, California



# School-wide Dress Code Prohibiting Gang Attire

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The Heights Charter| 5000 | BP 5132 Students  
Dress and Grooming

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)  
(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

## Gang-Related Apparel

The director, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5136 - Gangs)

## Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the director, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Director or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Director or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

## EDUCATION CODE

32281 School safety plans  
35183 School dress codes; uniforms  
35183.5 Sun-protective clothing  
48907 Student exercise of free expression  
49066 Grades; effect of physical education class apparel

## CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

## COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)  
827 F.Supp. 1459  
Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th  
251  
Hartzell v. Connell, (1984) 35 Cal. 3d 899

## Policy THE HEIGHTS CHARTER

Adopted: 10/18/2021 Alpine, California

The Heights Charter| 5000 | AR 5132 Students

## Dress and Grooming

In cooperation with teachers, students and parents/guardians, the director or designee shall establish school rules governing student dress and grooming which are consistent with law, Board of Trustees policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The charter school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-

net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Gym shorts may not be worn in classes other than physical education.

6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The director, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

#### Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the director, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel"; and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

(Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

#### Uniforms

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Regulation THE HEIGHTS CHARTER

Adopted: 10/18/2021 Alpine, CA

# Safe Ingress and Egress

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## The Heights Charter Specific Information

### Drop-Off

**8:35** Parents can begin dropping off students. Students are escorted to classrooms by teachers and staff on Drop-Off Duty

**See attached map**

### Pick-Up Procedures

**2:45** All primary students will be walked to pick-up area by TK and 3<sup>rd</sup> grade teachers and any available support staff.

**3:05** All students in grades 4-8 are dismissed and walked to pick-up area by teacher.  
Glossary of Terms:

**Dismissal:** The time at which your last student should leave the classroom. Please have all students packed up and headed out the door so that all students will be out of the classroom no later than the given dismissal time. No students should remain in classrooms for any reason.

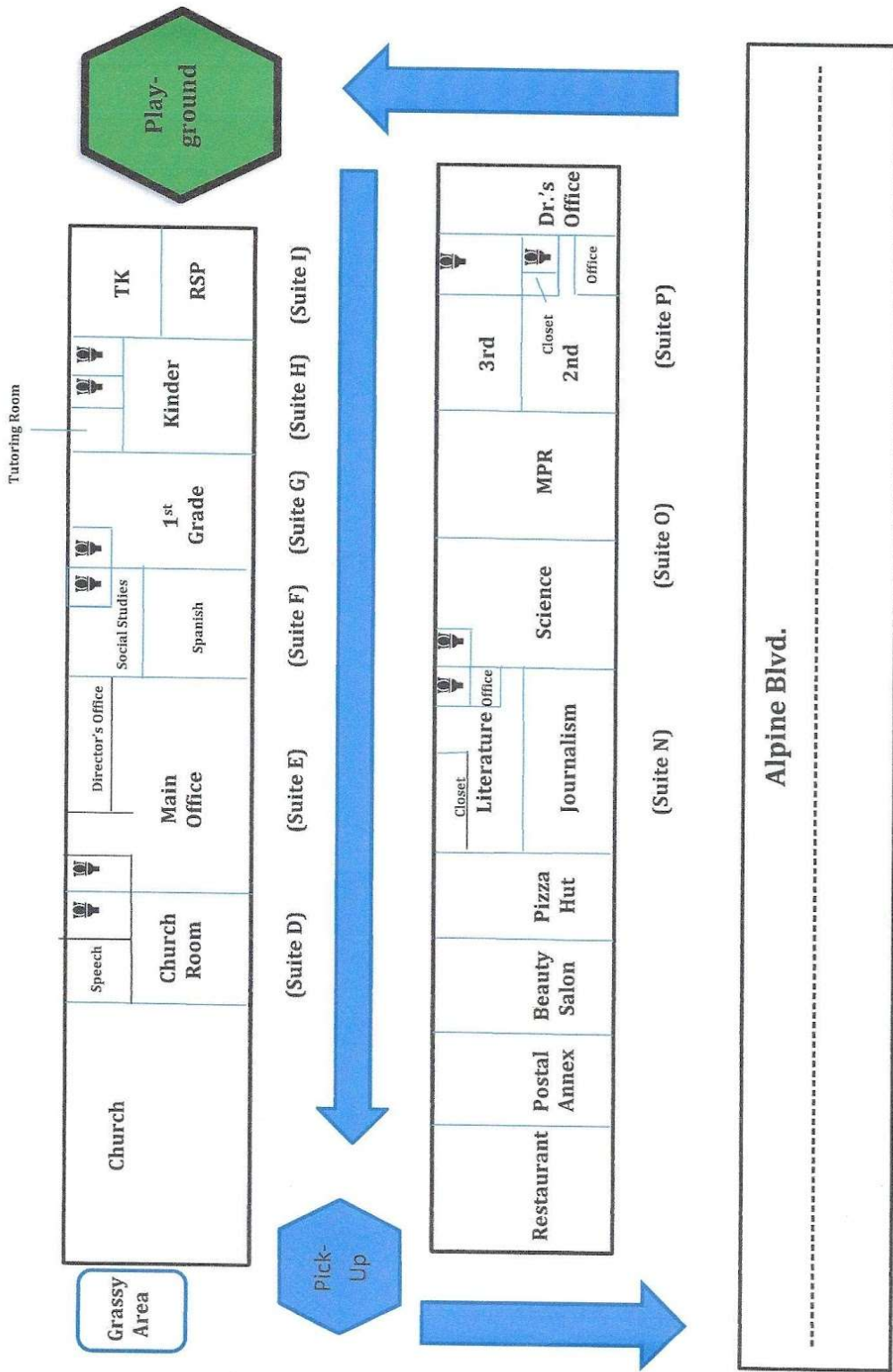
**Staff Kids:** Any student for whom a staff member is responsible for taking home after school.

### NOTES:

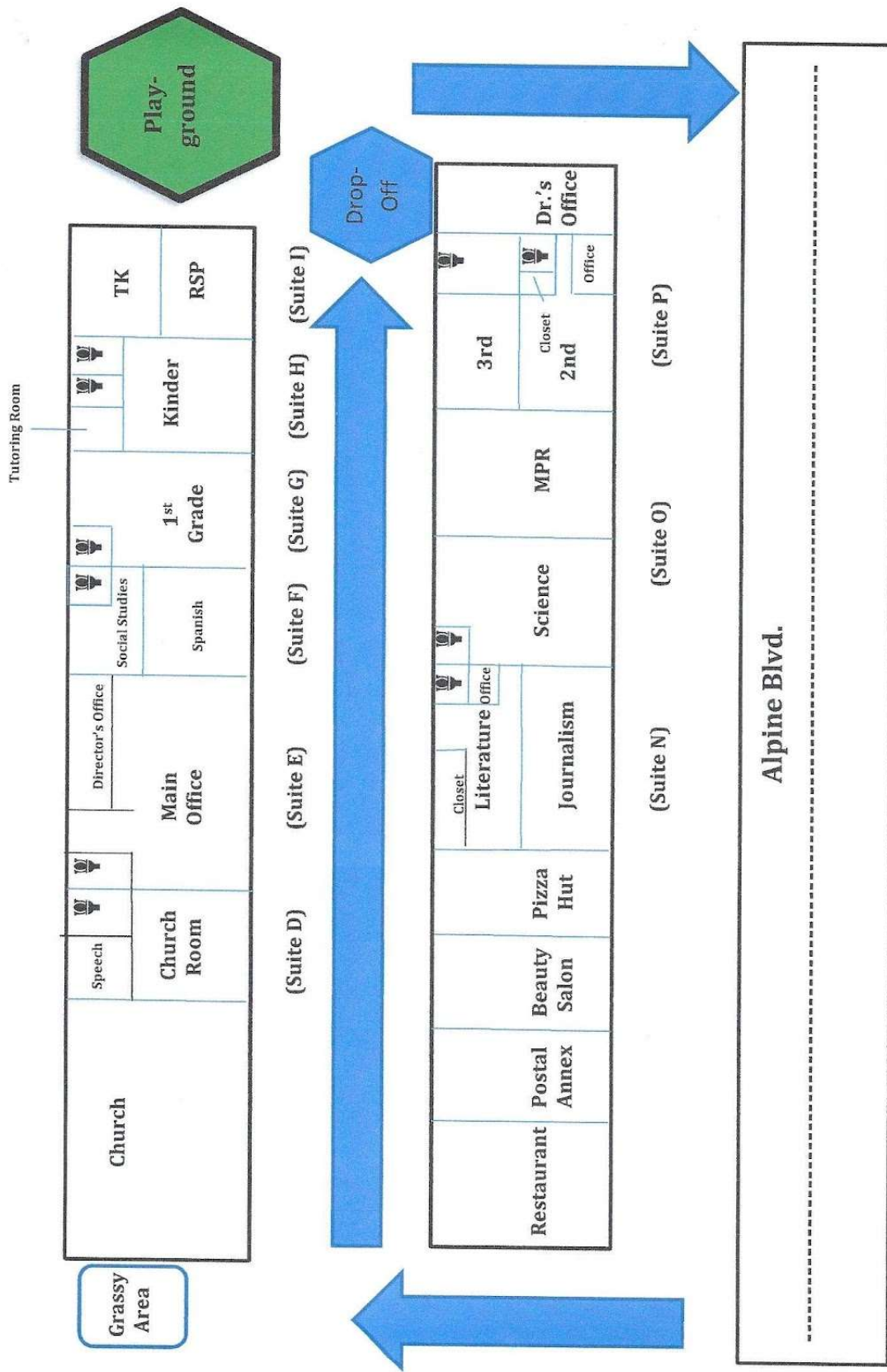
- On Tuesdays, any student staying for tutoring may go directly to the Spanish room.
- If parents should ask, their designated pick-up times are 2:50 for K-3 and 3:05 for 4<sup>th</sup>-8<sup>th</sup>.
- Due to traffic moving more quickly, students will only be released to parents in vehicles at the designated pick-up area. Please DO NOT allow students to go out to vehicles in the pick-up line until they are in the designated pick-up area.

**See attached map.**

# Pick-Up Procedures



# Drop-Off Procedures



# Safe and Orderly Environment

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## The Heights Charter Specific Goals, Objectives and Action Steps

### School Mission Statement:

The Heights Charter is founded on the belief that all children are born with the capacity for excellence. Our goal is to enable students to become self-motivated, competent, and lifelong learners. We provide students with a rigorous, standards-based program within a small school nurturing environment that incorporates strong family and community ties. To this end, we offer a non-traditional TK-8 independent study/hybrid program that offers onsite classes along with individually designed curriculum and direction.

### Policies & Procedures on Positive School Climate

The Heights Charter prides itself on providing a safe and orderly environment for all children, staff, and parents. Parents are encouraged attend monthly advisory meetings with the Director of The Heights Charter. During these advisory meetings, parents are invited to discuss what they find positive about the school, as well as any suggestions, concerns, or other school related topics. The concerns of parents are taken seriously and handled in the most timely manner possible.

Parents are given the Local Control and Accountability Plan (LCAP) survey annually to collect information about families, including parent involvement and parent input on school communication, facilities, attendance, parent involvement, academic success, and school climate.

#### School Mission Statement:

The Heights Charter is founded on the belief that all children are born with the capacity for excellence. Our goal is to enable students to become self-motivated, competent, and lifelong learners. We provide students with a rigorous, standards-based program within a small school nurturing environment that incorporates strong family and community ties. To this end, we offer a non-traditional K-8 independent study/hybrid program that offers onsite classes along with individually designed curriculum and direction.

#### Policies & Procedures on Positive School Climate

The Heights Charter encourages students to think for themselves and reflect on behaviors that negatively impact themselves or others around them. Students are asked to brainstorm solutions to their problems prior to asking an adult to help them problem solve. Staff members are trained in how to provide problem solving guidance, rather than providing the answers for them. When behaviors cause a problem for themselves or any other person, students are asked to reflect on their behavior and what impact it had on others. They are then asked to find a way to repair the situation with whomever they caused a problem for. The repair must be acceptable to both the student and the adult supervising the repair. For example, if a student disrupts the classroom, the teacher is left with less energy and the student must find a way to help them regain their energy. If a student hurt someone's feelings, they need to find a way to make that person feel better. In the primary grades, repairs may be as simple as an apology note, helping to sweep, saying kind things to someone they hurt, helping a friend clean up,

helping a teacher organize, sharpening pencils, etc. In the upper grades repairs may be helping a teacher clean up, organize, tutoring another student, filing papers, collecting trash, etc.

The Heights Charter also encourages positive and helpful student behavior. Each classroom has a positive reinforcement system in place to reward good behavior. These include whole class earning systems, individual earning systems, and/or small group earning systems. Additionally, throughout the school any adult is able to award any student a, "Caught you Being Good," slip for demonstrating character traits such as being helpful, responsible, empathetic, self-disciplined, honest, compassionate, and/or being a problem solver. These slips are placed into a monthly raffle for gift cards to a local frozen yogurt shop.





# Rules and Procedures on School Discipline

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## The Heights Charter Policies on School Discipline

The Heights Charter | BP 5144 Students

### **Discipline**

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility.

The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5131 - Conduct)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 6020 - Parent Involvement)

The Director or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Director or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)  
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

At the beginning of each school year, the Director or designee shall report to the Board regarding disciplinary strategies used in the district in the immediately preceding school year and their effect on student learning.

#### Legal Reference:

##### EDUCATION CODE

32280-32289 School safety plans  
35146 Closed sessions  
35291 Rules  
35291.5-35291.7 School-adopted discipline rules  
37223 Weekend classes  
44807.5 Restriction from recess  
48900-48926 Suspension and expulsion  
48980-48985 Notification of parent/guardian  
49005-49006.4 Seclusion and restraint  
49330-49335 Injurious objects  
49550-49564.5 Meals for needy students  
52060-52077 Local control and accountability plan

##### CIVIL CODE

1714.1 Parental liability for child's misconduct

##### CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus  
353 Detention after school

##### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

##### UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program  
1773 School Breakfast Program

## Management Resources:

### CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

### CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy THE HEIGHTS CHARTER SCHOOL

Adopted: 11/13/2019

## The Heights Charter | AR 5144 Students

### **Discipline**

#### Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians

2. Teachers

3. School administrators

4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For middle school aged students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of

the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

### Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Co-curricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

#### Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

#### Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

#### Community Service

As part of or instead of disciplinary action, the Board, Director or designee may require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education

Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Director or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Regulation THE HEIGHTS CHARTER

Approved: 11/13/2019

## **Suspension and Expulsion/Due Process**

The Board of Trustees desires to provide charter school students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of charter school students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5131.2 - Bullying)

To correct the behavior of any student who is subject to discipline, the Director or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144.1 - Discipline. (Education Code 48900.5)

(cf. 1020 - Youth Services)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)  
(cf. 6142.4 - Service Learning/Community Service Classes)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

(cf. 5131.7 - Weapons and Dangerous Instruments)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

Charter school staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the charter school's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Director or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)



(cf. 5119 - Students Expelled from Other Districts)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the teacher and the student and his/her parents/guardians and to improve the student's behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the director shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the director or designee. (Education Code 48900.1)

At the meeting with the student's parent/guardian, the director or designee shall explain the charter school's discipline policies, including the disciplinary strategies that may be used to achieve proper student conduct.

When a parent/guardian does not respond to the request to attend school, the director or designee shall contact him/her by telephone, mail, or other method that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

Charter school regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

#### Supervised Suspension Classroom

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Director or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

## Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

## Monitoring the Use of Suspension and Expulsion

At the end of each school year, the Director or designee shall present a report to the Board regarding the use of suspension and/or expulsion in the charter school. The report shall include, but is not limited to, outcome data which the charter school is required by law to collect and data related to the effect of suspension and/or expulsion on the charter school's minority student populations or groupings.

(cf. 9320 - Meetings and Notices)

## Legal Reference:

### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981 Enrollment of students in community school

17292.5 Program for expelled students

### EDUCATION CODE (cont.)

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48667 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

## LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

## PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

## WELFARE AND INSTITUTIONS CODE

729.6 Counseling

## UNITED STATES CODE, TITLE 18

921 Definitions, firearm

## UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

## COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

## ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

## Management Resources:

### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights Data Collection Summary, March 2012

### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil

Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

### Policy THE HEIGHTS CHARTER

Adopted: 3/18/2014 Alpine, California

# Procedures for Conducting Tactical Responses to Criminal Incidents

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## The Heights Charter Procedures for conducting tactical responses to criminal incidents.

Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

### ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS

The Heights Charter adheres to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus or other possible violent crime.

### THREATS

In addition, The Heights Charter personnel engage in *The Comprehensive School Threat Assessment Guidelines (CSTAG)* developed by Dr. Dewey Cornell. If a threat is made or if there is a weapon found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited administration, counselors, mental health professionals, Information Technology professionals and law enforcement) will conduct the following steps:

- Evaluate the threat

### THEN

- Decide if the threat is clearly transient and respond to the transient threat
  - Contact student's parents if necessary.
  - Notify intended victim's parents if necessary.
  - See that threat is resolved through explanation, apology or making amends.
  - Consult with Risk Management & Security Manager or SRO if necessary.
  - Refer for conflict mediation, restorative justice or counseling to resolve problem as appropriate.
  - Follow discipline procedures as per BP/AR.
  - Develop Behavior Intervention Plan or Behavior Contract as appropriate.

### OR

- Decide if the substantive threat is serious and respond to the serious substantive threat.
- Mobilize threat assessment team members as needed.
- Contact student's parents.
- Notify intended victim's parents.
- Protect and notify intended victim and parents of victim.
- Caution the student about the consequences of carrying out the threat.
- Provide direct supervision of student until parents assume control

- Consult with Risk Management and SRO
- Refer for conflict mediation, restorative justice or counseling to resolve problem is appropriate
- Follow discipline procedures as per BP/AR
- Develop Behavior Intervention Plan

#### **OR**

- Decide if the substantive threat is very serious and respond to the very serious substantive threat
  - Mobilize threat assessment team members as needed.
  - Contact student's parents
  - Notify intended victim's parents
  - Protect and notify intended victim and parents of victim
  - Caution the student about the consequences of carrying out the threat
  - Provide direct supervision of student until parents assume control
  - Consult with Risk Management & Security Manager and SRO
  - Conduct mental health assessment
  - Follow discipline procedures as per BP/AR
  - Develop Behavior Intervention Plan

#### **AND**

- Implement a safety plan

### **OTHER CRIMES**

If other crimes are committed on campus such as thefts and vandalism school administration, risk management and other needed resources along with law enforcement will conduct an investigation. Depending on the investigation outcomes, administration will follow The Heights Charter procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

# Procedures To Assess and Respond to Dangerous, Violent and Unlawful Activity

## The Heights Charter Procedures to assess and respond to dangerous and unlawful activity.

The Heights Charter is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Dehesa School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The Heights Charter adheres to the following Law Enforcement Notification Matrix in

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> <li>Bomb threat/Suspicious package</li> <li>Firearm on campus</li> <li>Explosive on campus</li> <li>Fire</li> <li>Immediate risk of harm to student(s) and/or staff</li> <li>Intruder on campus</li> <li>Medical emergency</li> <li>Possible abduction</li> </ul>	<ul style="list-style-type: none"> <li>Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> <li>Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement</li> </ul> </li> <li>Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> <li>Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse</li> </ul> </li> <li>Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> <li>Any action that creates a <b>reasonable suspicion</b> that the student is preparing to commit a homicidal act related to school or a school activity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Physical attack, assault or threat toward employee (EC 44014)</li> <li>Possession of controlled substance (EC 48902)</li> <li>Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> <li>dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.</li> </ul> </li> </ul>

# Procedures to Respond to Incidents involving an Individual Experiencing a Sudden Cardiac Arrest

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**The Heights Charter Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest.**

The Heights Charter are committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. Every staff member is current on CPR training. An AED device is located in the Main Office.



# The following was developed and taken from The American Heart Association “What is Cardiac Arrest?”



ANSWERS  
by heart



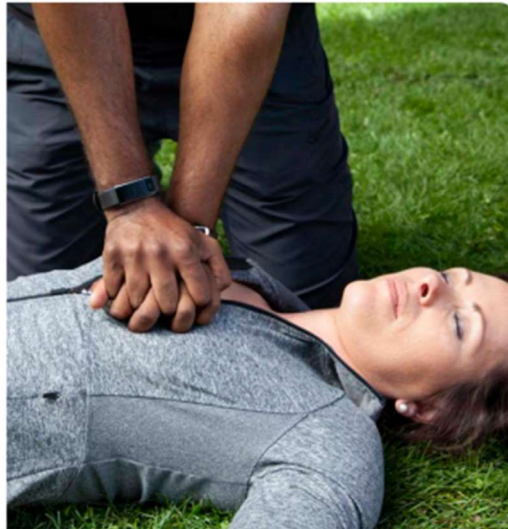
Cardiovascular Conditions

## What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



### Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

### What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

### How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)



## What Is Cardiac Arrest?

### What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

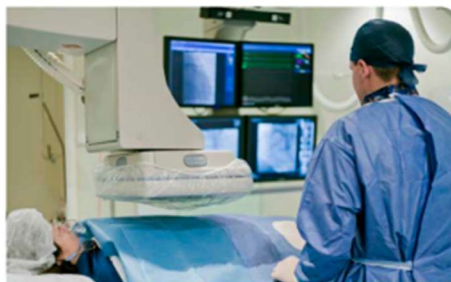
- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

### What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Cardiac catheterization
- Exercise stress tests
- Electrophysiology (EP) study
- Imaging tests

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

## HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit [heart.org](https://heart.org) to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at [HeartInsight.org](https://HeartInsight.org).
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at [heart.org/SupportNetwork](https://heart.org/SupportNetwork).

### Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

**Where can I get CPR training in my area?**

### MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit [heart.org/AnswersByHeart](https://heart.org/AnswersByHeart) to learn more.

# Protocol in the Event a Pupil is Suffering or Believed to be Suffering from an Opioid Overdose

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## The Heights Charter adheres to the Dehesa School District Opioid Response Protocol

The Heights Charter primary goal in the fight against opioids and fentanyl use is prevention. However, emergency overdoses can occur.

## FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document

### SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

## STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## STEP 2: CALL 911 FOR HELP

### AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

## STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

### The Heights Charter uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

## STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

## STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.



Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

## **DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE**

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

# Hate Crime Reporting Policies & Procedures

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## The Heights Charter Policies and Procedures on Hate Crime Reporting

The Heights Charter| 5000 | BP 5145.9 Students

### Hate-Motivated Behavior

The Board of Trustees affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515.4 - Recovery for Property Loss or Damage)  
(cf. 5131.5 - Vandalism, Theft and Graffiti)  
(cf. 5136 - Gangs)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the director or designee, he/she may file a complaint in accordance with charter school complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Director or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the charter school shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The charter school shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Director or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The charter school shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the charter school's policy on hate-motivated behavior.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate Crimes

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

Policy THE HEIGHTS CHARTER

Adopted: 10/18/2021 Alpine, California



# Bullying Prevention Policies & Procedures

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## The Heights Charter Policies on Bullying Prevention

The Heights Charter (THC) has adopted the following procedures for preventing acts of bullying, including cyberbullying.

### 1. Cyberbullying Prevention Procedures

THC advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

THC informs Charter School employees, students, and parents/guardians of THC's policies regarding the use of technology in and out of the classroom. THC encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

### 2. Education

THC employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. THC advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at THC and encourages students to practice compassion and respect each other.

THC educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other pupils based on protected characteristics.

THC's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

THC informs THC employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### 3. Professional Development

THC annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other THC employees who have regular interaction with pupils.

THC informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games

- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

THC also informs certificated employees about the groups of students determined by THC, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

THC encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for THC’s students.

# Outside Agency Use of Facilities

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The Board of The Heights Charter shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever service they deem necessary to meet the community's needs. (Education Code 32282)

*(cf. 1330 – Use of School Facilities)*

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

## Instructional Continuity Plan

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### The Heights Charter Instructional Continuity Plan

Per SB 153, beginning July 1, 2025, The Heights Charter's School Safety Plan is including an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include all the following:

- The Heights Charter will restore pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide supports for pupils' social-emotional, mental health, and academic needs.
- The Heights Charter will provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency.

The Heights Charter will meet instructional standards that are at least equivalent to those applicable to independent study programs

# HAZARD/THREAT SPECIFIC ANNEXES

## OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

## DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

# ACTIVE SHOOTER / ARMED ASSAILANT

## ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

*“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	<ol style="list-style-type: none"><li>1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant</li><li>2. Develop the capacity of staff to lead students through appropriate response options</li><li>3. Provide developmentally appropriate training to familiarize students with emergency responses</li></ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"><li>a) Identify and correct/improve:<ul style="list-style-type: none"><li>• Potential gaps in campus access controls</li><li>• Problems with securing classrooms, offices, and buildings</li><li>• Internal and external emergency communication protocols</li></ul></li><li>b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines</li><li>c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others</li></ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"><li>a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with</li><li>b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence</li><li>c) Equip local response agencies with the knowledge they need to facilitate their response to the incident</li></ol>

	<p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods</li> <li>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant</li> <li>b) Implement “doors locked even when open” policy</li> <li>c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges)</li> <li>d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access</li> <li>e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines</li> <li>f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process.</li> <li>g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response</li> <li>h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning</li> <li>j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods</li> <li>b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</li> </ul>

<b>DURING</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Prevent an armed intruder from gaining access to potential victims</li> <li>2. Alert law enforcement as soon as possible</li> <li>3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Alert law enforcement</li> <li>b) Activate district Incident Command Team</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Gather information on the shooter and provide to law enforcement <ul style="list-style-type: none"> <li>• Last known location</li> <li>• Physical description</li> <li>• Weapons observed</li> </ul> </li> <li>b) Gather information on the location of injured, and their condition, and provide to law enforcement</li> <li>c) Gather information on the location and names of staff, students, and visitors in lockdown</li> <li>d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)</li> <li>e) Direct staff and students who have left campus to the reunification area</li> </ol>
Courses of Action:	<p><b>ACTIONS – ALL SCHOOL STAFF</b></p> <p><u>Goals 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) <b>Initiate a school-wide LOCKDOWN</b> announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible <ul style="list-style-type: none"> <li>• <i>Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now.”</i></li> </ul> </li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. <ul style="list-style-type: none"> <li>• Provide as much information as possible (slow down – be calm): <ul style="list-style-type: none"> <li>○ State the emergency: “I hear gunfire.” “I saw...”</li> <li>○ Give information on people who are wounded</li> <li>○ Location of the assailant (if known)</li> <li>○ Description of the assailant (if known)</li> <li>○ Your precise location: “room ____”</li> <li>○ The number of children with you</li> </ul> </li> <li>• Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call</li> </ul> </li> </ol>

- c) All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur
- d) **Act immediately** if you or your students:
  - hear a sound that might be gunfire
  - see something that looks like a weapon being carried or used on or near the campus
  - sense any other indication of active shooter / armed assailant threat.
  - **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
  - **Be decisive.** Communicate your plan to your students and act quickly.
  - **Call 911 and the School Office** as soon as it is safe to do so
- e) Options: *Run, Hide or Fight*
  - **Run:** If you can get yourself and your students safely away from danger, do so immediately
    - Do not evacuate unless you...
      - know with certainty, the exact location of assailant (do not trust unofficial, second-hand accounts),
      - **and** can visualize a route that will get your students and yourself safely off campus
    - Don't carry anything with you
      - Police may mistake an item in your hands as a weapon
      - Leave everything behind
    - If you encounter people along the way...
      - Adults: Warn them and take them with if you can but don't stop if they refuse to come
      - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*
    - Place terrain and buildings between you and the assailant to cover your escape
    - Keep going until you are certain you are out of danger
    - Call 911 as soon as it is safe to do so
    - Keep your students with you. Call (insert phone #) to report your location and obtain instructions
  - **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
    - **Lock the doors**
    - Close and lock windows and close blinds or cover windows
    - Turn off lights
    - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
    - Silence all electronic devices
    - Remain silent
    - Position occupants spread out and out of line of site from room entrance.
    - Prepare to take action if the assailant attempts to get in the room
    - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
    - Call 911 as soon as it is safe to do so
    - Remain in place until evacuated by identifiable law enforcement officers



- **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions**
  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
    - Construct a strong barricade
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant

f) Special Topics

- Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in
- *Run* – If you encounter injured persons while you are trying to get out of danger...
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety
  - And you are alone and the individual can run with help, and it is safe, help them escape
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so
  - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control
- Law Enforcement: If you encounter law enforcement officers...
  - Immediately raise your hands in the air and display your open palms
  - Don't run up to officers or attempt to hug or talk to them
  - Don't talk unless they ask you a question
  - Do exactly what they tell you to do
- Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it

- Ongoing Communication: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident
- Extended Day Programs / After School Activities: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs

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

Follow the "All Staff" guidance described above

##### Goal 2 Actions

- a) Notify the district office after you call 911
- b) If possible, assist emergency personnel
  - Assist police in entering the school
  - Provide officers with keys, maps and any other information requested

##### Goals 3 Actions

- a) Gather as much information as possible regarding the following:
  - Information on the shooter and provide to law enforcement
    - Last known location
    - Physical description
    - Weapons observed
  - Information on the location of injured, and their condition, and provide to law enforcement
  - Information on the location and names of staff, students, and visitors in lockdown
- b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
  - Give as much information as possible to help staff make appropriate options-based response actions
  - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
    - Can provide you with information regarding the suspect (location, name, clothing, etc.)
    - (They) Or someone with them needs immediate medical attention
  - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

#### **DISTRICT STAFF ACTIONS**

##### Goal 2 Actions

##### **a) Emergency Operations Center (EOC)**

- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

##### **b) Offsite Reunification**

- The Operations Section should prepare an off-site evacuation site for reunification

	<ul style="list-style-type: none"> <li>○ This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids</li> <li>○ Movie theater complexes work well for this type of emergency</li> <li>○ Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded</li> <li>○ School staff and students will remain in lockdown until evacuated on a room-by-room basis</li> <li>○ Buses should be placed on standby for evacuation</li> <li>○ Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for</li> </ul> <p><b>c) Crisis Intervention</b></p> <ul style="list-style-type: none"> <li>● A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification</li> <li>● This team will also provide ongoing support throughout the recovery phase of the emergency response</li> <li>● Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery</li> <li>● Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event</li> </ul>
<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Establish Reunification procedures</li> <li>2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn</li> <li>3. Conduct an after-action report</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Identify needs of Reunification with Unified Command</li> <li>b) Reunification areas (notification, release, etc.)</li> <li>c) Area for law enforcement to interview witnesses before release</li> <li>d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness)</li> <li>b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use)</li> <li>c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community</li> <li>d) Work with staff to return to school routines as soon as possible</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Gather stakeholders to provide input</li> <li>b) Involve necessary stakeholders to ensure an effective recovery and improved future responses</li> </ol>

<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>Work with law enforcement or the “Unified Command” to determine best steps for reunification.</li> <li>Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command</li> <li>Consider necessary investigation needs, such as an area for interviews of witnesses, etc.</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: <ul style="list-style-type: none"> <li>Family assistance</li> <li>Victim assistance</li> <li>Coroner procedures</li> <li>Funerals (who goes/who stays and works)</li> <li>Memorials</li> <li>Anniversaries</li> <li>Mental Health support</li> <li>Employee &amp; Staff meetings</li> <li>Grief</li> </ul> </li> <li>Work with Unified Command to determine and acquire facility needs to continue education process. This may include: <ul style="list-style-type: none"> <li>Biohazard clean-up</li> <li>Utilizing another school/building for short term</li> <li>Restoring/reorganizing current buildings</li> <li>Demolition of building where individuals became victims</li> <li>Rebuilding campus</li> </ul> </li> <li>Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: <ul style="list-style-type: none"> <li>Determine a safe, inviting area for counseling/debriefing to occur</li> <li>Provide food, water, sanitation for workers and those provided services</li> <li>Develop a plan for media staging</li> <li>Ensure workers receive adequate break time and are provided a debriefing before leaving for the day</li> </ul> </li> <li>Work with school site staff to return to the educational process as soon as possible</li> <li>Determine which staff may not be able to return due to trauma</li> <li>Identify substitute staff for any positions not able to return</li> <li>If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.)</li> <li>Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists</li> <li>Provide debriefing for staff who may be affected by students or other staff telling stories</li> <li>Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students</li> </ol>
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	<p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"><li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li><li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li><li>c) Identify steps to improve future responses</li><li>d) Implement steps to improvement</li></ul> <p><b>STAFF ACTIONS:</b> Follow directives of the administration and responding agencies to assist with recovery efforts</p>
<b>REFERENCES</b>	

# BOMB THREAT

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

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity to effectively work with law enforcement during a bomb threat</li> <li>2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet and train with local law enforcement to ensure an effective response to a bomb threat</li> <li>b) Develop a clear chain of command with staff</li> <li>c) Prepare for analyzing threat details to determine if the threat is transient or substantive</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Determine search, shelter-in-place and evacuation procedures</li> <li>b) Determine specifics on alerting staff and students to implement bomb threat procedures</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat</li> <li>b) Develop site specific procedures should the school receive a bomb threat</li> <li>c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff</li> <li>d) Conduct a Bomb Threat emergency exercise with law enforcement</li> <li>e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training</li> <li>f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure staff are trained on how to conduct a search for suspicious items</li> <li>b) Hold evacuation and shelter-in-place drills</li> <li>c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Be familiar with the Incident Command System</li> <li>b) Follow the Chain of Command during emergency situations</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Review Bomb Threat procedures quarterly</li> <li>b) Participate and lead students through evacuation and shelter-in-place drills</li> </ol>

	c) Keep Bomb Threat Checklist by class or office phone
<b>DURING</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Document Bomb Threat appropriately</li> <li>2. Make proper notifications</li> <li>3. Assess the situation</li> <li>4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Have proper tools to document at hand</li> <li>b) Effectively gather information when receiving the threat</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Notify law enforcement</li> <li>b) Notify District Office</li> <li>c) Notify other necessary entities</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response</li> <li>b) Conduct a search for suspicious item</li> <li>c) Implement response procedures based on the analysis</li> </ol> <p><u>Goal 4 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Evacuate or shelter-in-place in a timely manner</li> <li>b) Conduct accountability procedures in a timely manner</li> </ol>
Courses of Action:	<p><b>ALL STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat</li> <li>b) PERSON RECEIVING THREAT BY TELEPHONE: <ul style="list-style-type: none"> <li>• Listen. Do not interrupt caller</li> <li>• Keep the caller on the line with statements such as <i>"I am sorry, I did not understand you. What did you say?"</i></li> <li>• Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line</li> <li>• Notify site administrator immediately after completing the call</li> </ul> </li> <li>c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: <ul style="list-style-type: none"> <li>• Note the way the threat was delivered, where it was found and who found it</li> <li>• Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement</li> <li>• Caution students against picking up or touching any strange objects or packages</li> <li>• Notify principal or site administrator</li> </ul> </li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Call 911 providing as much information as possible obtained during the call or that is on the written threat</li> </ol>

#### Goal 4 Actions

- a) Follow the directions of the site administrator or law enforcement
- b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
- c) Upon arrival at the designated safe site, take attendance
- d) Notify the principal/site administrator of any missing students
- e) Do not return to the building until emergency response officials determine it is safe.
- f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

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

Follow "All Staff" instructions as appropriate

#### Goal 2 Actions

- a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up
- b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
- c) Notify District Office of situation and request any necessary assistance

#### Goal 3 Actions

- a) Work with law enforcement or threat experts to analyze the details of the threat
- b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
- c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
- d) Direct a search team to look for suspicious packages, boxes or foreign objects

#### Goal 4 Actions

- a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
- b) If it is necessary to evacuate the entire school, use the fire alarm
- c) Do not return to the school building until it has been inspected and determined safe by proper authorities
- d) Avoid publicizing the threat any more than necessary

#### **SEARCH TEAM ACTIONS**

##### Goal 3 Actions

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



<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<u>Goal 1 Objectives</u> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <u>Goal 2 Objectives</u> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>
<b>REFERENCES</b>	
<p>COPS Problem-Specific Guide Series: Bomb Threats for Schools  <a href="https://rem.s.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf">https://rem.s.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf</a></p> <p>CISA What to Do – Bomb Threat  <a href="https://www.cisa.gov/what-to-do-bomb-threat">https://www.cisa.gov/what-to-do-bomb-threat</a></p> <p>REMS Bomb Threat Table-Top Exercise  <a href="https://rem.s.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf">https://rem.s.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf</a></p> <p>REMS Bomb Threat Drill Observation Checklist  <a href="https://rem.s.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf">https://rem.s.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf</a></p>	

# EARTHQUAKE

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond</li> <li>2. Prevent and mitigate injury, death and damage to property during an earthquake</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide training on how to mitigate damage from an earthquake to staff</li> <li>b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills</li> <li>c) Ensure proper maintenance of emergency supplies and command kits</li> <li>d) Implement mitigation strategies to prevent injury from flying and falling objects</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Stock emergency supplies and command kits annually</li> <li>b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Hold Drop, Cover and Hold-On and Evacuation drills</li> <li>c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets)</li> <li>b) Ensure emergency supplies and command kits are stocked</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in Drop, Cover and Hold-On drills</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets</li> </ol>
DURING	
Goal:	<ol style="list-style-type: none"> <li>1. Make proper notifications</li> <li>2. Assess the situation</li> <li>3. Conduct appropriate response procedures</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures</li> <li>b) Call 9-1-1 if necessary</li> <li>c) Notify Superintendent's Office and/or EOC</li> </ol>

	<p>d) Staff provides accountability report and situation status of any hazards</p> <p><u>Goal 2 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</p> <p>b) Work with District office for assistance needed</p> <p>c) Implement other emergency procedures based on the analysis</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation and other emergency procedures as needed</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Objectives</u></p> <p>a) If possible, notify staff and students to Drop, Cover and Hold-On.</p> <ul style="list-style-type: none"> <li>Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> <p>b) Call 9-1-1 if necessary</p> <p>c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage</p> <ul style="list-style-type: none"> <li>Determine who will inform public information media as appropriate.</li> </ul> <p>d) Determine whether to close school. If school must be closed, notify staff members, students and parents</p> <p><u>Goal 2 Actions</u></p> <p>a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures</p> <p><u>Goal 3 Actions</u></p> <p>a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures</p> <p>b) Implement accountability procedures</p> <p>c) If there is evidence of a gas leak, designate someone to turn off gas valves</p> <p>d) Activate the Incident Command Team, if necessary</p> <ul style="list-style-type: none"> <li>Search and Rescue</li> <li>First Aid/Medical</li> <li>Reunification Team</li> </ul> <p>e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders</p> <p>f) Implement Reunification Plan as necessary (See Functional Annex B)</p> <p>g) Post guards a safe distance away from building entrances to assure no one re-enters</p> <p>h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector</p>

**STAFF ACTIONS:**Goal 1 Actions

- a) Provide accountability report to Incident Command/administration.
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration
- c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
- b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

- a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows
- b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
- c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
- d) Check for injuries and render First Aid
- e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
- f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack
- g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris
- h) If Incident Command Team is activated, fill designated position
- i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible
- j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official

Goal 3 Actions – Outside Buildings

- a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury
- b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

	<ul style="list-style-type: none"> <li>c) After shaking stops, check for injuries, and render first aid</li> <li>d) Check attendance. Report any missing students to principal/site administrator</li> <li>e) Stay alert for aftershocks</li> <li>f) Keep a safe distance from any downed power lines</li> <li>g) Do NOT re-enter building until it is determined to be safe</li> <li>h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area</li> <li>i) If Incident Command Team is activated, fill designated position</li> </ul> <p style="text-align: center;"><b><u>During non-school hours</u></b></p> <p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <ul style="list-style-type: none"> <li>a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions</li> <li>b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school</li> <li>c) Notify fire department and utility company of suspected breaks in utility lines or pipes</li> <li>d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration</li> <li>e) Notify District Office, who will inform public information media as appropriate</li> </ul>
<b>AFTER</b>	
Goal:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Engage in physical, academic, business and social/emotional recovery</li> <li>3. Determine campuses' response strengths, areas from improvement and steps to improvement</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u>  Provide information to staff, parents, and students  Provide information to district office  Provide information to media</p> <p><u>Goal 2 Objectives</u>  Determine needs in physical/structural, academic, business and social/emotional recovery  Coordinate with district office and/or EOC to implement recovery efforts to restore school operations</p> <p><u>Goal 3 Objectives</u>  Conduct After-Action Report process</p>

Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery</li> <li>b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: <ul style="list-style-type: none"> <li>• Academics recovery <ul style="list-style-type: none"> <li>○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction</li> <li>○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later)</li> <li>○ Re-evaluate the curriculum</li> <li>○ Integrate students into other school districts</li> <li>○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment</li> </ul> </li> <li>• Physical and structural recovery <ul style="list-style-type: none"> <li>○ Assess and repair structural and physical damage</li> <li>○ Clean the facility(ies)</li> <li>○ Remove health and safety hazards</li> <li>○ Coordinate donations and volunteers</li> <li>○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials</li> <li>○ Resume other school support, such as full transportation and food services</li> </ul> </li> <li>• Business functions recovery <ul style="list-style-type: none"> <li>○ Create agreements for prioritized services during and after an emergency</li> <li>○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services</li> <li>○ Restore business services, such as payroll, accounting systems, and personnel records</li> <li>○ Register displaced students in other school districts</li> <li>○ Securely share relevant education records with school districts receiving students displaced by the emergency</li> <li>○ Request emergency funding to pay for immediate cleanup and repair. Access long term recovery funding through loans, community grants or federal support</li> </ul> </li> <li>• Social, emotional, and behavioral recovery <ul style="list-style-type: none"> <li>○ Provide Psychological First Aid for Schools (PFA-S)</li> <li>○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health</li> <li>○ Monitor attendance, grades, and counselor's visits</li> </ul> </li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li>○ Ensure that staff and teachers have access to Employee Assistance Programs</li><li>○ Make individual and group crisis counseling available</li><li>○ Refer students, teachers, and staff to long-term interventions, if needed</li><li>○ Provide trauma- and grief-focused school-based mental/behavioral health programs</li><li>○ Provide support to caregivers to help prevent or reduce compassion fatigue</li></ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"><li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li><li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li><li>c) Identify steps to improve future responses</li><li>d) Implement steps to improvement</li></ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"><li>a) Participate in the after-action report process<ul style="list-style-type: none"><li>• Participate in any determined corrective actions discovered in the after-actions process</li></ul></li></ul>
<b>REFERENCES</b>	

# FIRE

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

BEFORE	
Goals:	<ol style="list-style-type: none"> <li>1. Prevent fire on campus</li> <li>2. Reduce or prevent the risk of injury to individuals and damage of property from fire</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Store combustible materials in fireproof containers</li> <li>b) Follow Fire Code and district rules regarding fire prevention.</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide fire prevention training to staff</li> <li>b) Hold Fire Drills</li> <li>c) Maintain an adequate supply of fire extinguishers</li> <li>d) Ensure proper maintenance of fire prevention equipment.</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Review school fire codes annually</li> <li>b) Send list of school fire codes to staff annually, including before/after school program staff</li> <li>c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms</li> <li>d) Ensure combustible materials are stored in fireproof containers</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Provide fire prevention materials to before/after school program staff.</li> <li>c) Hold fire extinguisher training for staff</li> <li>d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus</li> <li>e) Hold required number of fire drills and vary the situation to improve staff and student response</li> </ol>



	<p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus</li> <li>b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher</li> <li>b) Read any fire prevention materials provided by administration</li> <li>c) Participate and lead students in fire drills</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Protect life and implement Evacuation</li> <li>2. Prevent property damage by preventing spread of fire</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Evacuate individuals from school buildings in a timely manner</li> <li>b) Conduct accountability procedures in a timely manner</li> <li>c) Provide First Aid/Medical</li> <li>d) Alert Fire Department</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement strategies while evacuating which will prevent the spread of fire</li> <li>b) Notify Fire Department and other entities of hazards and vulnerabilities</li> <li>c) Notify District Office/facilities</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Sound the fire alarm to implement evacuation of the building</li> <li>b) Immediately evacuate the school using the primary or alternate fire routes</li> <li>c) Notify the Fire Department (call 911)</li> <li>d) Ensure all staff and students are accounted for</li> <li>e) Activate the Incident Command Team <ul style="list-style-type: none"> <li>• Direct search and rescue team to be sure all students and personnel have left the building</li> <li>• Activate First Aid/Medical/Triage team as necessary</li> </ul> </li> <li>f) Sound the fire alarm to implement evacuation of the building</li> <li>g) Immediately evacuate the school using the primary or alternate fire routes</li> <li>h) Notify the Fire Department (call 911)</li> <li>i) Ensure all staff and students are accounted for</li> </ul>

	<p>j) Activate the Incident Command Team</p> <ul style="list-style-type: none"> <li>• Direct search and rescue team to be sure all students and personnel have left the building</li> <li>• Activate First Aid/Medical/Triage team as necessary</li> </ul> <p>k) Ensure that access roads are kept open for emergency vehicles</p> <p>l) If needed, notify bus dispatch for off – site evacuation</p> <p>m) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so</p> <p><u>Goal 2 Actions</u></p> <p>a) Remind staff to close doors when exiting classrooms/offices</p> <p>b) Notify appropriate utility company of suspected breaks in utility lines or pipes.</p> <p>c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)</p> <ul style="list-style-type: none"> <li>• Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival</li> </ul> <p>d) Notify District Office of situation</p> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Evacuate students from the building using primary or alternate fire routes</p> <p>b) When evacuating, take emergency backpack and student kits</p> <p>c) Maintain control of the students a safe distance from the fire and firefighting equipment</p> <p>d) Take attendance. Report missing students to the Principal/designee and emergency response personnel</p> <p>e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building</p> <p>f) Serve in any position assigned on the Incident Command Team</p> <p><u>Goal 2 Actions</u></p> <p>a) Shut classroom or office door after all individuals have exited</p> <p>b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)</p>
<b>AFTER</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Provide necessary attention to people and property to ensure continued safety and security</li> <li>2. Determine campuses' fire response strengths, areas for improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Implement Reunification Plan if necessary</p> <ul style="list-style-type: none"> <li>• Assess needs of individuals and campus including:</li> <li>• Mental health care</li> <li>• Debris removal</li> <li>• Soot/smoke (odor) removal including HVAC system</li> <li>• Restoration/fixes</li> </ul>

	<p>b) Based on needs assessment establish and implement plan to provide care for people and restore the property</p> <p><u>Goal 2 Objectives</u></p> <p>a) Conduct After-Action Report</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Activate the Reunification Plan if necessary</p> <p>b) Conduct an assessment of needs of campus individuals and buildings</p> <p>c) Determine whether mental health services need to be provided</p> <p>d) Determine the restoration, debris removal and soot/smoke removal needs</p> <p>e) Based on assessment, implement needed services</p> <p><u>Goal 2 Actions</u></p> <p>a) Conduct an after-action report process and implement necessary actions for improving future responses</p> <p>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</p> <p>c) Identify steps to improve future response</p> <p>d) Implement steps to improvement</p> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Implement Reunification Plan if necessary</p> <p>b) Assist in identifying needs for mental health, restoration, debris removal, etc.</p> <p>c) Facilities/maintenance should contact physical recovery company to clean and remove debris</p> <p>d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement</p> <p>e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary</p> <p><u>Goal 2 Actions</u></p> <p>a) Participate in after-action report process</p>

# FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE	
Goals:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response</li> <li>2. Develop the capacity of staff to lead students through appropriate response options</li> <li>3. Prevent the risk of injury to individuals and damage of property from wildfire</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Coordinate with local fire department to ensure an effective response to a Wildfire</li> <li>b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> <li>c) Develop a clear chain of command with staff</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Store combustible materials in fireproof containers</li> <li>b) Follow Fire Code and district rules regarding fire prevention</li> <li>c) Provide fire prevention training to staff</li> <li>d) Hold Fire Drills</li> <li>e) Maintain an adequate supply of fire extinguishers</li> <li>f) Ensure proper maintenance of fire prevention equipment</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> <li>b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</li> <li>c) Use the San Diego County "School Protection and Evacuation Plan (SPEP)", available on the San Diego County Office of Education website, to develop site specific plans</li> </ol>

	<p><u>Goal 2 Actions</u></p> <p>a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</p> <p><u>Goal 3 Actions</u></p> <p>a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan</p> <p>b) Ensure combustible materials are stored in fireproof containers</p> <p>c) Provide fire prevention materials to before/after school program staff</p> <p>d) Hold fire extinguisher training for staff</p> <p>e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus</p> <p>f) Hold required number of fire drills and vary the situation to improve staff and student response</p> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 2 Actions</u></p> <p>a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher</p> <p>b) Read any fire prevention and wildfire response materials provided by administration</p> <p><u>Goal 3 Actions</u></p> <p>a) Participate and lead students in fire drills</p> <p>b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus</p> <p>c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations</p>
<b>DURING</b>	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Conduct appropriate wildfire response actions in a timely manner</p> <p>b) Conduct accountability procedures in a timely manner</p> <p>c) Activate school site Incident Command Team, as necessary</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Work with the district office, local fire department and other responders to determine best course of action</p> <p>b) Use the "Wildfire Evacuation Decision Tree" following this section.</p> <p>c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes</p> <p>d) Communicate plan of action to staff and students:</p> <ul style="list-style-type: none"> <li>• voluntary evacuation</li> <li>• early dismissal</li> <li>• mandatory evacuation</li> </ul>

- shelter-in-place
- campus closure
- e) Consider the following while implementing response action
  - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
  - Food and water
  - Transportation
  - Security and Safety
  - Communications
- f) Contact families to notify of planned course of action
- g) Activate school Incident Command Team, as necessary
  - Reunification Team
- h) Ensure all staff and students are accounted for
- i) Ensure that access roads are kept open for emergency vehicles
- j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
- k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

#### Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
  - Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

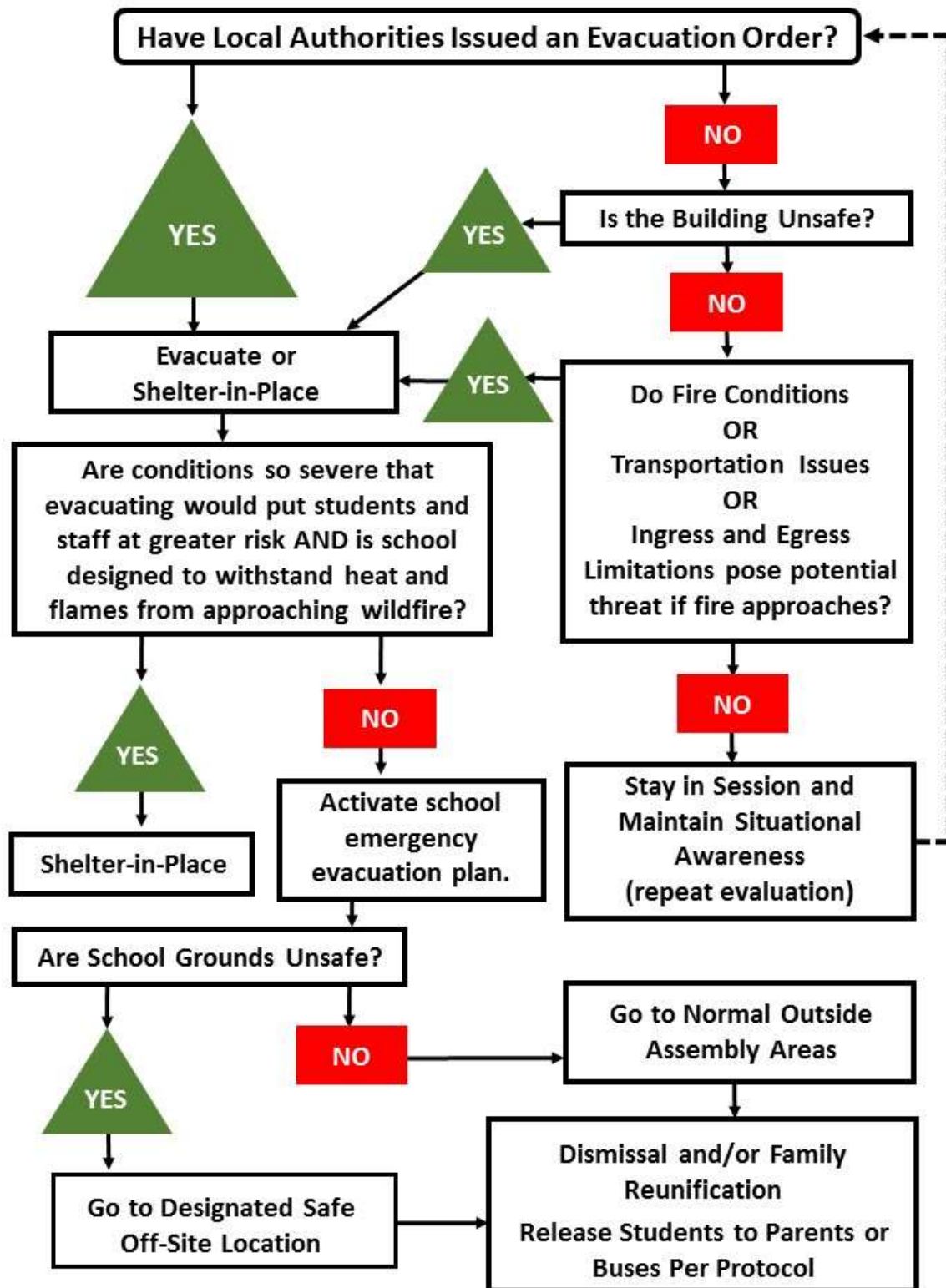
#### **STAFF ACTIONS:**

##### Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team
- c) Shut classroom or office door after all individuals have exited
- d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

<b>AFTER</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<u>Goal 1 Objectives</u> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <u>Goal 2 Objectives</u> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>

# WILDFIRE EVACUATION DECISION TREE





# INTRUDER

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

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

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

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

## BEFORE

Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity to deter and detect possible intruder</li> <li>2. Develop the capacity of staff to lead students through appropriate response options</li> <li>3. Provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
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Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders
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Keep intruder away from staff and students

### Goal 1 Objectives

- a) Identify and correct/improve:
  - Potential gaps in campus access controls
  - Problems with securing classrooms, offices, and buildings
  - Internal and external emergency communication protocols
- b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures
- c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines
- d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others

### Goal 2 Objectives

- a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with
- b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence

	<p>c) Equip local response agencies with the knowledge they need to facilitate their response to the incident</p> <p><u>Goal 3 Objectives</u></p> <p>a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods</p> <p>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder</p> <ul style="list-style-type: none"> <li>Based on the identified areas of weakness develop strategies to harden the security of the school site</li> </ul> <p>b) Implement "doors locked even when open" policy</p> <p>c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges)</p> <p>d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access</p> <p>e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process.</p> <p>f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response</p> <p>g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge</p> <p><u>Goal 2 Actions</u></p> <p>a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge</p> <p>b) Train staff on ensuring security protocols are followed</p> <p><u>Goal 3 Actions</u></p> <p>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students</p>

	<p>with an understanding of the “run” and “hide” responses, using developmentally appropriate methods</p> <ul style="list-style-type: none"> <li>• Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</li> <li>• Ensure entrances such as doors and gates are secure and in proper working order</li> <li>• Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.</li> </ul>
<b>DURING</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Prevent an intruder from gaining access to staff, students and buildings</li> <li>2. Alert law enforcement and district as soon as possible</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Enact a campus-wide Lockdown</li> <li>b) De-escalate the situation</li> <li>c) Get intruder to leave with no incidents of violence</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Alert law enforcement</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Initiate <b>Lockdown</b>.</li> <li>b) Designate someone to call 9-1-1</li> <li>c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: <ul style="list-style-type: none"> <li>• “What can we do to make this better?”</li> <li>• “I understand the problem, and I am concerned”</li> <li>• “We need to work together on this problem”</li> </ul> </li> <li>d) Take measures to keep subject away from students and building</li> <li>e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel</li> <li>f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder</li> <li>b) Keep subject in view until police or law enforcement arrives</li> </ol>

	<p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon</li> <li>b) If able, initiate a lockdown from your classroom/office</li> <li>c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder</li> <li>d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced</li> <li>e) Keep classroom and office doors locked</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Call 9-1-1 or ensure someone else has called 9-1-1</li> </ul>
<b>AFTER</b>	
Goal:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future.</li> <li>d) Identify steps to improve future responses</li> <li>e) Implement steps to improvement</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ul>

# Unplanned Power Outage

This procedure addresses situations involving

## BEFORE

Goals:	<ol style="list-style-type: none"> <li>1. Prevent the risk of injury to individuals and damage of property from Power Outage</li> <li>2. Develop the capacity of staff to lead students through appropriate response options</li> <li>3. Develop capacity for educational process to continue in power outages</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage</li> <li>b) Ensure portable lighting (i.e., flashlights and batteries is available at school site</li> <li>c) Always keep hallways and pathways clear</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train staff on response actions during a power outage</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Develop a continuity of education plan for both short- and long- term power outages</li> <li>b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences.</li> <li>b) Based on the assessment determine areas for improvement and implement steps to improve</li> <li>c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting.</li> <li>d) To prevent injury, ensure staff and students keep hallways and pathways clear</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide training to staff on responding during a power outage</li> </ol> <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> <li>a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages</li> <li>b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue</li> </ol> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights</li> </ol>

	<p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Read any emergency power outage materials provided by administration.</li> <li>b) Participate and lead students in emergency drills</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Develop plans to provide lessons during a power outage</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Assess the situation</li> <li>2. Make necessary notifications</li> <li>3. Implement response actions</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</li> <li>b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures</li> <li>c) Work with District office for assistance needed</li> <li>d) Implement other emergency procedures based on the analysis</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Make notifications to the staff and students.</li> <li>b) Notify Superintendent's Office</li> <li>c) Staff provides accountability report and situation status of any hazards</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement evacuation and other emergency procedures as needed</li> <li>b) Ensure every student and staff members is accounted for</li> <li>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations</li> <li>b) Contact the district office for any necessary assistance</li> <li>c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students of emergency procedures to implement <ul style="list-style-type: none"> <li>• Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> </li> <li>b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage</li> <li>c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff and students implement evacuation or other important emergency procedures</li> <li>b) Recommend staff ensure their flashlights/emergency lighting is out and available</li> </ul>

	<ul style="list-style-type: none"> <li>c) Move any classrooms/office occupants where a complete blackout exists (no windows or natural light)</li> <li>d) Implement accountability procedures</li> <li>e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Follow the directions of the Incident Command to carry out necessary response action</li> <li>b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits</li> <li>c) Take attendance. Report missing students to the principal/designee and emergency response personnel</li> <li>d) Continue teaching/office work if possible</li> <li>e) Serve in any designated position on the Incident Command Team.</li> <li>e) Gather any emergency lighting to have on hand.</li> <li>f) Provide information to principal/site admin regarding any hazards or vulnerabilities</li> </ul>
<b>AFTER</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>b) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ul>

	<b>STAFF ACTIONS:</b>
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	<u>Goal 2 Actions</u>
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|  | <ul style="list-style-type: none"><li>a) Participate in the after-action report process.</li><li>c) Participate in any determined corrective actions discovered in the after-actions process.</li></ul> |
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# Child Left at School

This procedure addresses situations involving a child is waiting at school to be picked up by their parent/guardian. Attempts to reach the parent/guardian have failed. (Note that the scenario could involve staff who are waiting with the child after the school program ends for the day, or after the extended day program ends.)

<b>BEFORE (Prepare and Prevent)</b>	
Goal:	100% of parents/guardians will designate an adult(s) who has agreed to care for their child if the parent/guardian cannot be located by school officials.
Objective(s):	<ol style="list-style-type: none"> <li>1. Use the school's mass communication systems at least twice yearly (autodial, email, social media, and backpack messages) to ask parents to review the emergency contact information for their children, and update as necessary.</li> <li>2. Encourage parents to identify at least two emergency contacts that are not the immediate parent/guardian.</li> <li>3. Audit school records to identify all children whose emergency contacts have not been reviewed during this school year (i.e., parents who did not complete the annual date verification).</li> <li>4. Audit school records to identify all children who have one or fewer emergency contacts in the system.</li> <li>5. Use autodial, email, and backpack messages to specifically target the parents/guardians of children who have been identified in the audit.</li> <li>6. Make individual contacts with parents/guardians who have not responded to prior attempts.</li> <li>7. Continue contacts to accomplish the goal.</li> <li>8. Promote the use of Family Preparedness Plans to help families with immigration concerns to create contingency plans that anticipate the possibility that a family member/parent could be detained by immigration authorities.</li> </ol>
Courses of Action:	<p><u>Mass Communications Steps</u></p> <ol style="list-style-type: none"> <li>1. Create messaging scripts and translations that communicate the:               <ol style="list-style-type: none"> <li>a. Importance of updating a child's emergency contacts.</li> <li>b. Process for making the update.</li> <li>c. The date (no more than one week from the date of the message) by which emergency contacts should be updated.</li> </ol> </li> <li>2. Implement messaging campaign.</li> </ol> <p><u>Audit Steps</u></p> <ol style="list-style-type: none"> <li>1. Work with the IT department to develop a confidential query to identify all students whose emergency contacts have not been reviewed during this school year or have one or less emergency contacts in the system.</li> <li>2. Initiate the audit one week after the messaging campaign begins.</li> </ol> <p><u>Targeted Messaging Steps</u></p> <ol style="list-style-type: none"> <li>1. Create messaging scripts and translations that communicate:               <ol style="list-style-type: none"> <li>a. "Our records indicate the emergency contact information we have on file for your child may be out-of-date or incomplete."</li> <li>b. Why having updated emergency contact information is essential.</li> <li>c. Process for making the update.</li> <li>d. The date (no more than one week from the date of the message) by which emergency contacts should be updated.</li> <li>e. Who to contact for help or if you have questions.</li> </ol> </li> <li>2. Repeat the audit step one week after targeted messages are sent.</li> </ol> <p><u>Individual Contact Steps</u></p> <ol style="list-style-type: none"> <li>1. Create call scripts and translations that communicate:               <ol style="list-style-type: none"> <li>a. Identification of the person making the call.</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>b. The purpose of the call.</li> <li>c. Verification that the person speaking is the parent/guardian.</li> <li>d. Review the emergency contact info that is on file.</li> <li>e. Make needed updates.</li> <li>f. Answer questions.</li> </ol> <ol style="list-style-type: none"> <li>2. Assign call lists to staff. <ol style="list-style-type: none"> <li>a. Train staff on the use of the call script.</li> <li>b. Prepare staff to respond to questions, concerns, or objections.</li> </ol> </li> <li>3. Track progress to 100%.</li> </ol> <p><u>Family Safety Plan (FSP) Steps</u></p> <ol style="list-style-type: none"> <li>1. Identify community-based organizations that are willing to help families with immigration concerns complete an FSP.</li> <li>2. Promote the use of FSP through social media posts, school message platforms, posters, and in the community (churches, libraries, community centers).</li> <li>3. Focus on mass communication strategies. Avoid strategies that assume someone is an immigrant or that could cause someone to disclose their immigration status to a school employee.</li> <li>4. Do not store Family Safety Plans at school as they will be considered school records and would contain confidential information that the school will not need and shouldn't have access to.</li> </ol> <p><u>Cautions:</u></p> <ol style="list-style-type: none"> <li>1. Avoid strategies that risk identifying individual children whose parents have not updated their emergency contacts.</li> <li>2. Avoid strategies that could cause children to become fearful about whether their parents have updated their emergency contacts.</li> <li>3. Be prepared to support students who have suffered traumatic situations and could be triggered by discussion of the need for updated emergency contacts.</li> </ol>
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### **DURING (Respond and Mitigate)**

Goal:	Ensure the safety of the child until the parent/guardian, person designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.
Objective(s):	<ol style="list-style-type: none"> <li>1. Engage district support.</li> <li>2. Attempt to contact parent/guardian.</li> <li>3. Attempt to contact persons listed in school records as emergency contacts.</li> <li>4. Determine if the parent/guardian has left other written instructions (with relatives or friends) designating someone as an emergency caregiver for their child.</li> <li>5. Contact law enforcement only after exhausting all possibility of identifying an emergency caregiver to take custody of the child.</li> </ol>
Courses of Action:	<p><u>Engage District Support</u></p> <ol style="list-style-type: none"> <li>1. Inform Diana Whyte that you have a child at school who has not been picked up by their parent/guardian, and that you have been unable to reach them.</li> <li>2. Use the <i>Child Left at School</i> form to document your efforts to contact the parent/guardian, emergency caregiver designated by the parent or guardian, or person presenting a Caregiver's Authorization Affidavit is located to take custody of the child.</li> </ol>

### **AFTER (Evaluate and Revise)**

Goal:	Determine if this plan or the supporting materials can be improved.
Objective(s):	<ol style="list-style-type: none"> <li>1. Complete the <i>Child Left at School – After-Action Reflection</i>.</li> </ol>
Courses of Action:	<p><u>After-Action Reflection</u></p> <ol style="list-style-type: none"> <li>1. Interview all staff members who were directly involved in the incident to solicit suggested improvements.</li> <li>2. Complete the reflection form.</li> <li>3. Revise the plan/support materials as needed.</li> </ol>

	4. Work with assigned caregiver or Child Welfare Services if applicable to ensure continuity of care and school placement for the student.
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#### Anticipated Materials and Needs

Before	During	After
<ol style="list-style-type: none"> <li>Mass communication scripts <ol style="list-style-type: none"> <li>Autodial</li> <li>Email/Newsletter</li> <li>Backpack</li> <li>Social Media</li> </ol> </li> <li>Student Information System query of updates to emergency contacts</li> <li>Targeted message scripts <ol style="list-style-type: none"> <li>Autodial</li> <li>Email</li> </ol> </li> <li>Individual contact script</li> <li>Family Safety Plan (FSP) template</li> <li>The contact information for a community-based organization that has agreed to assist families in completing an FSP.</li> </ol>	<ol style="list-style-type: none"> <li>After hours contact information for [superintendent/designee].</li> <li><i>Child Left at School</i> form.</li> <li>Contact information for local law enforcement if taking the child into protective custody is the only option.</li> </ol>	<ol style="list-style-type: none"> <li><i>Child Left at School – After-Action Reflection</i></li> </ol>

#### BEFORE - Materials

##### Mass Communication Scripts

###### Email/Newsletter

Greetings!

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please come to the office as soon as possible to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to [heightscharter@gmail.com](mailto:heightscharter@gmail.com) or call the school office at **619-792-9000**.

Thank you!

**Diana Whyte, Director**  
**The Heights Charter**

###### Backpack Message

Greetings!

Please come into the school office as soon as possible to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via email to [heightscharter@gmail.com](mailto:heightscharter@gmail.com) or call the school office at **619-792-9000**.

Thank you!

Diana Whyte, Director  
The Heights Charter

#### Social Media Post

Emergencies that could prevent you from being able to pick your child up at school can happen without warning.

Please come into the school office to make sure that we have updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please call the school office.

#### **Targeted Message Scripts**

#### Email

Greetings!

Our records show that we need additional emergency contacts from you in case we are not able to reach you in an emergency.

Please come into the school office as soon as possible to provide updated emergency contact information for at least two adults who have your permission to take your child home from school if we are unable to reach you in an emergency.

If you need help updating your emergency contact information, please send the information via e-mail to [heightscharter@gmail.com](mailto:heightscharter@gmail.com) or call the school office at 619-792-9000.

Thank you!

Diana Whyte, Director  
The Heights Charter

#### **Individual Contact Script**

- Hi, this is [Name] calling from [school name]. Can I speak with [name of parent/guardian]?
- I'm calling to check the emergency contact information that we have on file for your child.
- This information is important for the school to have if we're unable to reach you in an emergency.
- These would be the people that you have authorized to take your child home with them in an emergency.
- [Review the names and contact information and verify the info is current and correct.]
- Is there anyone you would like to add to the list?
- Thank you for your help with this.
- I also wanted to let you know you can update this information at any time by [include brief instructions].
- Is there anything else I can do help?

### Family Safety Plans

- The **San Diego Rapid Response Network** offers families with immigration concerns assistance in completing a Family Safety Plan.
- A template and step by step guide in English, Spanish, and Chinese are available from the Immigrant Legal Resource Center at <https://www.ilrc.org/resources/family-preparedness-plan>

### CONFIDENTIAL STUDENT RECORD

[LEA Name]  
Child Left at School

This form should be completed when a child is left at school, school employees are unable to reach the parent/guardian, and it is **30 minutes** or more after the parent/guardians are expected to pick up their children

Date		Time	
Student Name		Student ID Number	
Employee Name		Position	

#### Steps

1. Continue attempts to reach parent(s)/guardians.
2. Attempt to reach emergency contacts.
3. If attempting to make contact by text message, use the following script:  
"From [name] at [school name]. Urgent that you call me ASAP regarding [first name of student]."
4. If unable to reach a parent, guardian or emergency contact, call **Diana Whyte** for instructions.
5. If an adult arrives and presents a Caregiver Authorization Affidavit, release the child to them after:
  - a. Making and retaining a copy of the affidavit.
  - b. Confirming the identity of the person presenting the affidavit.
6. Contact the **Diana Whyte** if the child is released to a parent/guardian, emergency contact, or person presenting a Caregiver Authorization Affidavit.
7. If authorized to do so by the **Diana Whyte** contact **Alpine Sheriff Department** at **858-868-3200** to ask that they take the child into protective custody.

#### Call Log

Use the call logs on the following pages to document each attempt to reach the parent/guardian and emergency contacts.

- If you are informed that you have called a wrong number, confirm that the number you attempted to call was dialed and that the attempt was not misdialed.

#### Resolution

Complete the following information to document who the child was released to.

Name of Person / Officer	
Time	
Authorization	<input type="checkbox"/> Parent / Guardian <input type="checkbox"/> Emergency Contact <input type="checkbox"/> Caregiver Affidavit <input type="checkbox"/> Law Enforcement / Child Welfare
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Release to Law Enforcement / Child Welfare Services	
Agency	Badge / ID Number

#### Parent/Guardian 1 – Call Log

Name		Phone	
Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	

### Parent/Guardian 2 – Call Log

Name	Phone
------	-------

Time		
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number
	<input type="checkbox"/> No contact	Contact made

### Emergency Contact 1 – Call Log

Name	Phone
------	-------

Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
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	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	

### Emergency Contact 2 – Call Log

Name	Phone
------	-------



Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
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	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	

Use this page if additional space is needed to log calls.

Name	<input type="checkbox"/> Parent / Guardian		Phone
	<input type="checkbox"/> Emergency Contact		

Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
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	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	

Name	<input type="checkbox"/> Parent / Guardian	Phone
------	--	-------

		<input type="checkbox"/> Emergency Contact	
Time	Result		Notes
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
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	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	
	<input type="checkbox"/> Left message	<input type="checkbox"/> Wrong number	
	<input type="checkbox"/> No contact	Contact made	

**The Heights Charter**  
**Child Left at School – After-Action Reflection**

Ask yourself and those involved in the incident:

- Were the instructions on the Child Left at School form clear and complete?
- Were you able to engage support from the district office as quickly as needed?
- Was the Call Log portion of the form useful?
- If you needed to contact law enforcement, did the contact go smoothly?
- Do you have any suggested changes to the procedures outlined in this plan?

Use the reflection to revise the plan, procedures and tools as needed.

# Air Quality & Wildfire Smoke Annex

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## Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:



### **Memo: Get Smart about Wildfire Smoke - Guidelines for Schools and Wildfire Smoke**

#### **Clear Guidelines for Schools and Wildfire Smoke**

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Over the last decade, devastating wildfires have ravaged communities and school districts across California.

These massive disasters blanketed entire regions with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, wildfire smoke can settle hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

This is why leaders from the education, air quality, and public health communities have developed and updated state guidance regarding air quality for California schools during wildfire smoke days.

These guidelines are intended to advance local conversations between school districts, public health officers, air districts, the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts to hold these conversations ahead of the school year.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community go to the site below. <https://ww2.arb.ca.gov/california-air-districts> Thank you for your partnership on this critical issue.

Air Quality Index (Rev 10/21/24)

# School Outdoor Air Quality Activity Recommendations

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit the California Air Resources Board page to learn which district serves your area. <https://ww2.arb.ca.gov/california-air-districts>



## Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

**\*AQI above 100:** All children are considered sensitive to the health effects of air pollution because their lungs and immune systems are still developing. Children with lung or heart conditions may require extra precautions. Schools **may consider moving exercise indoors**. Indoor exercise should be conducted in areas that **have better air quality than outdoors**. For guidance on creating a clean air space indoors, see section "Recommendations for Ensuring Cleaner Air at school" of this document.

**\*\*AQI above 200:** School districts may consider school closures based on site-by-site concerns. To be eligible for a waiver from the State Superintendent of Public Instruction, due to emergency conditions (<https://www.cde.ca.gov/fq/aa/pa/i13a.asp>), poor air quality must be shown to be caused by an emergency event such as a wildfire. A School Emergency Reporting System (<https://www.cde.ca.gov/ls/ep/>) report should also be done if a school is closed due to poor air quality.

**Note:** See section "Considerations for School Districts" from the California Department of Education: *Before You Make a Decision to Close a School*.

# Air Quality Guidance Template for Schools

## About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA). Current air quality, outdoor activity guidance for schools and wildfire smoke management can now be found at AirNow. The guidelines are designed to assist in your decision-making process. AirNow's website is <https://www.airnow.gov/>.
- Modify the above chart as needed after consultation with your local county office of education, school districts, air district, and public health experts to determine which air quality monitoring methodology, such as Air Quality Index (AQI), total emissions concentration, or other air district-recommended method best applies in your school district.
- These guidelines and the above chart are not intended to supersede existing guidelines and policies developed by local authorities. School closure and event cancellation is ultimately a district decision for each site based on local conditions.
- The health impact of smoke depends on the sensitivity of the person, intensity of activity and length of exposure. The worse the smoke is, the more important it is to take breaks and watch for symptoms. Children with respiratory or heart conditions are more vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider.
- Air quality can worsen during hotter conditions, as higher temperatures can lead to an increase in ozone, a harmful air pollutant. While these guidelines do not address extreme heat, you can find guidance and resources from the California Department of Public Health (CDPH) on the website listed below  
<https://www.cdph.ca.gov/Programs/EPO/Pages/Extreme%20Heat%20Pages/extreme-heat-guidance-for-schools.aspx>

## Using the Guidelines:

- School districts will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example is U.S. EPA's AQI, available at AirNow. However, because other air quality tracking tools may be used in your jurisdiction, it is recommended to contact your local air district for advice on the most appropriate tools to use for your region.
- School districts should make decisions about school activities and closures based on local air quality conditions, the availability and quality of school building air filtration, and direct observation of onsite indoor/outdoor air quality.
- Move school activities indoors if the air indoors is actually cleaner.
- School districts should report any school closures to the School Emergency Reporting System (SERS) and their County Office of Education for media notification, as well as announce closures to families using normal school closure procedures. SERS location on the California Department of Education (CDE) website is <https://www.cde.ca.gov/ls/ep/>



## Additional Air Quality Information & Resources

### About AirNow.gov:

- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources school districts can use that will best represent local air quality

### About Masks:

- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

### Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning system with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for U.S. EPA recommendations for air filtration. [https://www3.epa.gov/airnow/smoke\\_fires/indoor-air-filtration-factsheet-508.pdf](https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf)
- Install portable HEPA filters in classrooms where possible
- Approved filters: <https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm>
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

# Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

## Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students
- **Physical Activity.** Children and adolescents need physical activity. School-based programs occurring before, during, and after school are important in providing the recommended amounts of physical activity as shown in the infographic from the Centers for Disease Control [https://www.cdc.gov/healthyschools/physicalactivity/school\\_pa\\_benefits.htm](https://www.cdc.gov/healthyschools/physicalactivity/school_pa_benefits.htm)

## Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

## Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the school calendar.
- In the event of a closure due to qualifying emergency conditions, to receive credit for the loss of instructional time, LEAs may submit a Request for Allowance of Attendance Due to Emergency Conditions (Form J-13A). <https://www.cde.ca.gov/fg/it/j13a.asp>



- For information on the J-13A process, please refer to the J-13A School Closure Quick Reference Guide and email [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov).  
<https://www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf>

## **National School Lunch Program Meal Reimbursement:**

- California Education Code Section 49505 allows for eligible LEAs that operate the National School Lunch Program and School Breakfast Program to submit an application for disaster reimbursement to help offset fixed expenses incurred during a disaster. The disaster would require a state or federal declaration for the county affected by the disaster.
- The form to apply for disaster relief payment is available on the CDE School Nutrition Services Division web site under the section named Application Process, Application for Meal Reimbursement During Disaster <https://www.cde.ca.gov/ls/nu/disasterguidance.asp>

•

## **Guidance for Families When Schools are Closed:**

- Check local air quality at AirNow's website <https://www.airnow.gov/>. Stay indoors with doors and windows closed and avoid overheating.
- Create a clean air room. See U.S. EPA's suggestions at <https://www.epa.gov/emergencies-iaq/wildfires-and-indoor-air-quality-schools-andcommercial-buildings>.
- Visit CARB's Smoke Ready California for more guidance at <https://ww2.arb.ca.gov/smokereadyca>.
- Consult a physician if you have concerns about your child's health.

# FUNCTIONAL ANNEXES

## RESPONSE PROCEDURES

### FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

## ON-SITE EVACUATION

### Definition

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

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

BEFORE	
Goal:	<ol style="list-style-type: none"><li>1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures</li><li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li></ol>
Objective(s):	<u>Goal 1 Objectives</u> <ol style="list-style-type: none"><li>a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation</li><li>b) Develop at least two viable evacuation routes, a primary and secondary</li></ol>

	<p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation</li> <li>b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility</li> <li>c) Determine accountability procedures</li> <li>d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff are trained on evacuation procedures</li> <li>b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation</li> <li>c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits</li> <li>d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area</li> <li>e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E)</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</li> <li>b) Follow the Chain of Command during emergency situations</li> <li>c) Be familiar with primary and secondary routes and assembly areas</li> <li>d) Be familiar with the accountability procedures</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Review evacuation procedures quarterly</li> <li>b) Participate and lead students through evacuation drills</li> <li>c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas</li> <li>d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe</li> <li>e) Be familiar with special needs evacuation plans (See Functional Annex E)</li> </ul>

DURING	
Goals:	<ol style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications.</li> <li>3. Conduct appropriate evacuation response procedure</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</li> <li>b) Implement evacuation procedures based on the analysis</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Notify staff and students to evacuate</li> <li>d) Call 9-1-1 if necessary</li> <li>e) Notify Superintendent's Office</li> <li>f) Staff provide accountability report and situation status of any hazards</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>d) Implement evacuation procedures</li> <li>e) Ensure every student and staff members is accounted for</li> <li>f) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations</li> <li>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location</li> <li>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Make notification to staff and students <ul style="list-style-type: none"> <li>• The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary</li> <li>• The signal for Evacuation is the fire alarm (bell or horn signal)</li> <li>• If the primary emergency notification system fails to activate, the secondary notification method will be the PA System</li> <li>• If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners</li> <li>• Provided time is available, make an announcement over the public address system: <ul style="list-style-type: none"> <li>• <b>Announcement Example:</b> ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."</li> </ul> </li> <li>• <i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> <li>○ Announce the type of emergency</li> <li>○ Offer your arm for guidance</li> </ul> </li> </ul> </li> </ol>

- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures -OR-
  - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation.

#### Goal 3 Actions

- a) Ensure staff and students evacuate
- b) Implement accountability procedures
- c) Activate the Incident Command Team, if necessary
  - Search and Rescue
  - First Aid/Medical
  - Reunification Team
- d) Activate Reunification Plan if necessary

#### **STAFF ACTIONS:**

##### Goal 1 Actions

- a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
- b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

##### Goal 2 Actions

- a) Provide accountability report to Incident Command/administration
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

##### Goal 3 Actions

- a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
- b) Consider persons with special needs
  - *To evacuate individuals using crutches, canes or walkers*
    - Evacuate these individuals as injured persons
    - Assist and accompany to evacuation site, if possible -OR-
    - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-
    - Help carry individual to safety
  - *To evacuate individuals using wheelchairs*
    - Give priority assistance to wheelchair users with electrical respirators
    - Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
    - Reunite person with the wheelchair as soon as it is safe to do so
- c) Take the emergency backpack and student roster when leaving the building
- d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee
- e) Remain in the Assembly Area until further instructions are given.
- f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine

	<ul style="list-style-type: none"> <li>g) If Incident Command Team is activated, serve in designated position.</li> <li>h) Participate in the reunification process, if necessary</li> </ul>
<b>AFTER</b>	
Goal:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ul>
Objective(s):	<u>Goal 1 Objectives</u> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <u>Goal 2 Objectives</u> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <u>Goal 1 Actions</u> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <u>Goal 2 Actions</u> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement.</li> </ul> <p><b>STAFF ACTIONS:</b></p> <u>Goal 2 Actions</u> <ul style="list-style-type: none"> <li>a) Participate in the after-action report process.</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process.</li> </ul>

# OFF-SITE EVACUATION

## Definition

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

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

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures</li> <li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation</li> <li>b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation</li> <li>b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.)</li> <li>c) Determine accountability procedures</li> <li>d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ol>

	<p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff are trained on evacuation procedures</li> <li>b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation</li> <li>c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits</li> <li>d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area</li> <li>e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E)</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</li> <li>b) Follow the Chain of Command during emergency situations</li> <li>c) Be familiar with primary and secondary routes and assembly areas</li> <li>d) Be familiar with the accountability procedures</li> <li>e) Be familiar with reunification plan and designated roles in reunification</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Review evacuation procedures quarterly</li> <li>b) Participate and lead students through evacuation drills</li> <li>c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas</li> <li>d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe.</li> <li>e) Be familiar with special needs evacuation plans (Functional Annex E)</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate evacuation response procedure</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</li> <li>b) Work with District office for assistance needed</li> <li>c) Implement evacuation procedures based on the analysis</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students to evacuate</li> <li>b) Call 9-1-1 if necessary</li> <li>g) Notify Superintendent's Office</li> <li>h) Staff provide accountability report and situation status of any hazards</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement evacuation procedures</li> <li>b) Ensure every student and staff members is accounted for.</li> <li>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ul>



<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations</li> <li>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location</li> <li>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Make notification to staff and students <ul style="list-style-type: none"> <li>• The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary</li> <li>• The signal for Evacuation is the fire alarm (bell or horn signal)</li> <li>• If the primary emergency notification system fails to activate, the secondary notification method will be the PA System</li> <li>• If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners</li> <li>• Provided time is available, make an announcement over the public address system:  <b><i>Announcement Example:</i></b> "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."</li> <li>• <i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> <li>○ Announce the type of emergency</li> <li>○ Offer your arm for guidance</li> <li>○ Tell person where you are going, obstacles you encounter</li> <li>○ When you reach safety, ask if further help is needed</li> </ul> </li> <li>• <i>To alert individuals with hearing limitations</i> <ul style="list-style-type: none"> <li>○ Turn lights on/off to gain person's attention -OR-</li> <li>○ Indicate directions with gestures –OR-</li> <li>○ Write a note with evacuation directions</li> </ul> </li> </ul> </li> <li>b) Call 9-1-1 if necessary</li> <li>c) Notify the Superintendent's Office of situation</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff and students evacuate</li> <li>b) Implement accountability procedures</li> <li>c) Activate the Incident Command Team, if necessary <ul style="list-style-type: none"> <li>• Search and Rescue</li> <li>• First Aid/Medical</li> <li>• Reunification Team</li> </ul> </li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting</li> <li>b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area</li> </ul>
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	<p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide accountability report to Incident Command/administration</li> <li>b) Provide a report of any hazards or situations that need attention to Incident Command/administration</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area</li> <li>b) Consider persons with special needs <ul style="list-style-type: none"> <li>• <i>To evacuate individuals using crutches, canes or walkers</i> <ul style="list-style-type: none"> <li>○ Evacuate these individuals as injured persons</li> <li>○ Assist and accompany to evacuation site, if possible -OR-</li> <li>○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-</li> <li>○ Help carry individual to safety</li> </ul> </li> <li>• <i>To evacuate individuals using wheelchairs</i> <ul style="list-style-type: none"> <li>○ Give priority assistance to wheelchair users with electrical respirators</li> <li>○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options</li> <li>○ Reunite person with the wheelchair as soon as it is safe to do so</li> </ul> </li> </ul> </li> <li>c) Take the emergency backpack and student roster when leaving the building</li> <li>d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee</li> <li>e) Remain in the Assembly Area until further instructions are given</li> <li>f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine</li> <li>g) If Incident Command Team is activated, serve in designated position</li> </ul>
<b>AFTER</b>	
Goal:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> </ul>

	<ul style="list-style-type: none"><li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li><li>c) Identify steps to improve future responses</li><li>d) Implement steps to improvement</li></ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"><li>a) Participate in the after-action report process</li><li>b) Participate in any determined corrective actions discovered in the after-actions process</li></ul>
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# Structured Reunification

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## Comprehensive Reunification Plan is available in Functional Annex B

### Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

# Shelter-In-Place

## Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

<b>BEFORE</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Coordinate with local fire to develop viable Shelter-In-Place procedures</li> <li>2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire</li> <li>b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Place, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place</li> <li>b) Determine accountability procedures</li> <li>c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Ensure staff are trained on Shelter-In-Place procedures</li> <li>b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place</li> <li>c) Ensure staff are familiar with special needs planning (Functional Annex E)</li> </ol>

	<p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</li> <li>b) Follow the Chain of Command during emergency situations</li> <li>c) Be familiar with Shelter-In-Place areas and procedures</li> <li>d) Be familiar with the accountability procedures</li> <li>e) Be familiar with reunification plan and designated roles in reunification</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Review Shelter-In-Place procedures quarterly</li> <li>b) Participate and lead students through Shelter-In-Place drills</li> <li>c) Be familiar with special needs emergency planning (Functional Annex E)</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate Shelter-In-Place response procedure</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs</li> <li>b) Work with District office for assistance needed</li> <li>c) Implement Shelter-In-Place procedures based on the analysis</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students to Shelter-In-Place</li> <li>b) 9-1-1 if necessary</li> <li>c) Notify Superintendent's Office</li> <li>d) Staff provide accountability report and situation status of any hazards</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement Shelter-In-Place procedures</li> <li>b) Shut down HVAC system, as necessary</li> <li>c) Ensure every student and staff members is accounted for</li> <li>d) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations</li> <li>b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations</li> <li>c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation</li> </ul>

### Goal 2 Actions

- a) Make notification to staff and students
- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary
  - The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System
  - If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container
  - Make an announcement in person directly or over the public address system:
  - **Announcement Example:** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."*
  - **To alert visually impaired individuals**
    - Announce the type of emergency
    - Offer your arm for guidance
    - Tell person where you are going, obstacles you encounter
    - When you reach safety, ask if further help is needed
  - **To alert individuals with hearing limitations**
    - Turn lights on/off to gain person's attention -OR-
    - Indicate directions with gestures -OR-
    - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation

### Goal 3 Actions

- a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards
- b) Make arrangements for central HVAC shutdown, as necessary
- Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system
- c) Implement accountability procedures remotely

### **STAFF ACTIONS:**

#### Goal 2 Actions

- a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

#### Goal 3 Actions

- a) Immediately clear students from the halls. Stay away from all doors and windows
- b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance
- c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights
- d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine
- e) If Incident Command Team is activated, serve in designated position

## AFTER

Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>



# Secure Campus

## Incident/Threat Off Campus – School Takes Precautionary Measures

### Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

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

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

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

BEFORE	
Goal:	<ol style="list-style-type: none"><li>1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents</li><li>2. Develop the capacity of staff to lead students through appropriate response actions</li><li>3. Provide developmentally appropriate training to familiarize students with emergency responses</li></ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"><li>a) Meet, train and drill with local law enforcement to<ul style="list-style-type: none"><li>• Ensure an effective Secure Campus response</li><li>• Determine strategies for accounting for all students and staff</li><li>• Determine effective rooms/areas to use in Secure Campus situations</li><li>• Determine strategies law enforcement will use to keep the campus safe</li><li>• Determine strategies recommended by law enforcement for staff to take</li></ul></li><li>b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command</li></ol>

	<p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods</li> <li>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Meet with local law enforcement to <ul style="list-style-type: none"> <li>• Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown</li> <li>• Determine rooms/areas best suited for Secure Campus situations</li> <li>• Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand</li> <li>• Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response</li> <li>• Develop accountability procedures which will work for law enforcement and the campus</li> <li>• Consider the different types of hazards that might require Secure Campus</li> </ul> </li> <li>b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus</li> <li>b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus</li> <li>c) Ensure staff are familiar with special needs planning (Functional Annex E)</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods</li> <li>b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</li> </ul>

	<p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</li> <li>b) Follow the Chain of Command during emergency situations</li> <li>c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown</li> <li>d) Be familiar with the accountability procedures</li> <li>e) Be familiar with reunification plan and designated roles in reunification</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Review Secure Campus procedures quarterly</li> <li>b) Participate and lead students through Secure Campus drills</li> <li>c) Be familiar with special needs emergency planning (Functional Annex E)</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate Secure Campus response procedures</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs.</li> <li>b) Work with District office for assistance needed.</li> <li>c) Implement Secure Campus procedures based on the analysis</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Notify staff and students to Secure Campus</li> <li>b) Notify 9-1-1 if necessary</li> <li>c) Notify Superintendent's Office</li> <li>d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement Secure Campus procedures</li> <li>b) Ensure every student and staff members is accounted for</li> <li>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations</li> <li>b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations</li> <li>c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command</li> </ul>

### Goal 2 Actions

#### a) Make notification to staff and students

- The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary
- The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff
- If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details
- The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System
- Include details such as:
  - Calmly walk to or remain in school buildings
  - Lock all exterior doors
  - Close blinds
  - Continue the education process
- Make an announcement in person directly or over the public address system:
- *Announcement Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff, please check your email periodically for more information."*
- REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures -OR-
  - Write a note with directions

#### b) Call 9-1-1 if necessary

#### c) Notify the Superintendent's Office of situation. Ask for assistance as needed.

#### d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

### Goal 3 Actions

#### a) Designate assigned individual to close all entrance and exit points on the campus perimeter

#### b) Designate assigned individual to lock all doors leading into administration building and other common areas

#### c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside

#### d) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked

#### e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)

	<ul style="list-style-type: none"> <li>f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown</li> <li>g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately</li> <li>h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists</li> <li>i) After the emergency has been neutralized, initiate All Clear</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside</li> <li>k) Provide a report of any hazards or situations that need attention to Incident Command/administration</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Move to the door and instruct any passing students to return to assigned classroom immediately</li> <li>b) Close and lock the door</li> <li>c) Continue class instruction or activity as normal</li> <li>d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions</li> <li>e) Be alert to the possibility that response may elevate to LockDown</li> <li>f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room</li> <li>g) Wait for another action or, if All Clear is issued, return to normal class routine</li> </ul> <p><b>Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)</b></p> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Gather students together and organize into an orderly formation</li> <li>b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location</li> <li>c) Proceed to on-campus shelter location as quickly as possible</li> <li>d) Once inside, take attendance to ensure all present students are accounted for</li> <li>e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students</li> <li>f) Implement all classroom policies and procedures for Secure Campus status</li> <li>g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander</li> <li>h) Wait for another action or, if All Clear announcement is issued, return to normal class routine</li> </ul>
<b>AFTER</b>	
Goal:	<ul style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ul>

Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ul>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ul>

# Lockdown

## Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

### Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

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

- Gunfire
- Extreme violence outside the classroom

### BEFORE

Goal:	<ol style="list-style-type: none"><li>1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents</li><li>2. Develop the capacity of staff to lead students through appropriate response actions</li><li>3. Provide developmentally appropriate training to familiarize students with emergency responses</li></ol>
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Objective(s):	<u>Goal 1 Objectives</u> <ol style="list-style-type: none"><li>a) Meet, train and drill with local law enforcement to:<ul style="list-style-type: none"><li>• Ensure an effective Lockdown and Active Shooter/Armed Assailant response</li><li>• Determine strategies for accounting for all students and staff</li></ul></li></ol>
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	<ul style="list-style-type: none"> <li>• Determine strategies recommended by law enforcement for staff to take during Lockdown situations</li> </ul> <p>b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command</p> <p><u>Goal 2 Objectives</u></p> <p>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</p> <p>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</p> <p>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown</p> <p><u>Goal 3 Objectives</u></p> <p>a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods</p> <p>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Meet with local law enforcement to:</p> <ul style="list-style-type: none"> <li>• Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus”</li> <li>• Determine rooms/areas best suited for Lockdown situations</li> <li>• Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand</li> <li>• Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response</li> <li>• Develop accountability procedures which will work for law enforcement and the campus</li> <li>• Consider the different types of threats that might require Lockdown</li> <li>• Procedures for All Clear in Lockdown situations</li> </ul> <p>b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</p> <p><u>Goal 2 Actions</u></p> <p>a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic</p> <p>b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus</p>



	<p>c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E)</p> <p><u>Goal 3 Actions</u></p> <p>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods</p> <p>b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures</p> <p>d) Understand the difference between a Lockdown and a Secure Campus</p> <p>e) Be Familiar with Active Shooter/Armed Assailant procedures</p> <p>f) Be familiar with the accountability procedures</p> <p>g) Be familiar with reunification plan and designated roles in reunification</p> <p><u>Goal 2 Actions</u></p> <p>a) Review Secure Lockdown procedures quarterly</p> <p>b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students</p> <p>c) Be familiar with special needs emergency planning (Functional Annex E)</p>
<b>DURING</b>	
Goals:	<ol style="list-style-type: none"> <li>1. Quickly assess the situation</li> <li>2. Make proper notifications</li> <li>3. Conduct appropriate Lockdown response procedures</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for Lockdown</p> <p>b) If available, work with law enforcement, and other responders to determine Lockdown needs</p> <p>c) Work with District office to obtain needed assistance</p> <p>d) Implement Lockdown procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to Lockdown</p> <p>b) Notify 9-1-1</p> <p>c) Notify Superintendent's Office.</p> <p>d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement Lockdown procedures</p> <p>b) If safe to do so, ensure every student and staff members is accounted for</p>

<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations</li> <li>If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations</li> <li>If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>Make notification to staff and students <ul style="list-style-type: none"> <li>The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus</li> <li>Make an announcement in person directly or over the public address system:</li> <li><u>Announcement Example:</u> "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement"</li> <li>If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms</li> <li>All staff should put life safety as priority and only engage in communications if they are in a secure area AND <ul style="list-style-type: none"> <li>Know where the threat is and/or can describe to law enforcement how get to the threat</li> <li>Can describe the perpetrator(s)</li> <li>Are in dire need of medical services</li> <li>With someone in dire need of medical services</li> </ul> </li> <li><i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> <li>Announce the type of emergency</li> <li>Offer your arm for guidance</li> <li>Tell person where you are going, obstacles you encounter</li> <li>When you reach safety, ask if further help is needed</li> </ul> </li> <li><i>To alert individuals with hearing limitations</i> <ul style="list-style-type: none"> <li>Turn lights on/off to gain person's attention -OR-</li> <li>Indicate directions with gestures -OR-</li> <li>Write a note with directions</li> </ul> </li> </ul> </li> <li>Call 9-1-1 if necessary <ul style="list-style-type: none"> <li>Provide as much information about the situation/threat: <ul style="list-style-type: none"> <li>Location</li> <li>Description: clothing, age, etc.</li> <li>Weapons</li> </ul> </li> </ul> </li> <li>Notify the Superintendent's Office of situation. Ask for assistance as needed.</li> </ol> <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> <li>Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so</li> <li>Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office</li> <li>If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked</li> </ol>
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- d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.
- e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response
- f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately
- g) After the emergency has been neutralized, initiate All Clear per procedures developed

### **STAFF ACTIONS:**

#### Goal 2 Actions

- a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside
- b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
  - o Know where the threat is and/or can describe to law enforcement how get to the threat.
  - o Can describe the perpetrator(s).
  - o Are in dire need of medical services.
  - o With someone in dire need of medical services.

#### Goal 3 Actions - Inside buildings

- a) Move to the door and instruct any passing students to return to assigned classroom immediately
- b) Close and lock the door
- c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
- d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
- e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
- f) Close any shades and/or blinds if it appears safe to do so
- g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
- h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
- i) The only reason individuals in the classroom should use a phone is to provide information on the following:
  - Location of the perpetrator
  - Can describe the perpetrator
  - Someone in the area needs **immediate** medical assistance
- j) If safe to do so, monitor email, texts and/or website for updated information
- k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
- l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
- m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements

	<p>n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so</p> <p>o) Wait for another action or, if All Clear is issued, return to normal class routine</p> <p><u>Goal 3 Actions – If Outside Buildings</u></p> <p>a) Staff will determine the best course of action, based on the location of the threat. Staff may:</p> <ul style="list-style-type: none"> <li>• Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given</li> <li>• Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them</li> </ul>
<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide information to staff, parents, and students</li> <li>b) Provide information to district office</li> <li>c) Provide information to media</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Conduct After-Action Report process</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide critical information to the district office to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ol> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ol>

# Drop, Cover, Hold On Procedure

## Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	<ol style="list-style-type: none"> <li>1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses</li> <li>2. Provide developmentally appropriate training to familiarize students with emergency responses</li> <li>3. Implement mitigation strategies to prevent injury from flying and falling objects</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</li> <li>b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them</li> <li>c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies</li> </ol> <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods</li> </ol> <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> <li>a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage</li> </ol>
Courses of Action:	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> <li>a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan</li> <li>b) Hold Drop, Cover and Hold-On and Evacuation drills.</li> <li>c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training</li> </ol> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> <li>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods</li> </ol>

	<p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets)</li> <li>b) Ensure emergency supplies and command kits are stocked</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Be familiar with the Incident Command System and designated role on the Incident Command Team.</li> <li>b) Follow the Chain of Command during emergency situations.</li> <li>c) Be familiar with Drop, Cover and Hold-On procedures</li> <li>d) Be familiar with the accountability procedures</li> <li>e) Be familiar with reunification plan and designated roles in reunification.</li> <li>f) Participate and lead students through Drop, Cover and Hold-On drills.</li> <li>g) Be familiar with special needs emergency planning (Functional Annex E)</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods</li> </ul> <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> <li>a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices</li> </ul>
<b>DURING</b>	
Goals:	<ul style="list-style-type: none"> <li>1. Make proper notifications.</li> <li>2. Assess the situation</li> <li>3. Conduct appropriate response procedures</li> </ul>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Make notify to staff and students to Drop, Cover and Hold-On</li> <li>b) Call 9-1-1 if necessary</li> <li>c) Notify Superintendent's Office</li> <li>d) Staff provide accountability report and situation status of any hazards</li> </ul> <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</li> <li>b) Work with District office for assistance needed</li> <li>c) Implement other emergency procedures based on the analysis</li> </ul> <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> <li>a) Implement evacuation and other emergency procedures as needed</li> <li>b) Ensure every student and staff members is accounted for</li> <li>c) Activate members of the Incident Command Team as necessary (fire suppression, search &amp; rescue, medical first aid)</li> </ul>

<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> <li>• In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On</li> <li>• During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System</li> <li>• The following announcement will be made over the public address system and by teachers in classrooms:</li> <li>• <i><u>Announcement Example:</u> "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions"</i></li> <li>• Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris</li> </ul> <p>b) Call 9-1-1 if necessary</p> <p>c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage</p> <p><u>Goal 2 Actions</u></p> <p>a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures</p> <p><u>Goal 3 Actions</u></p> <p>a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures</p> <p>b) Implement accountability procedures</p> <p>c) If there is evidence of a gas leak, designate someone to turn off gas valves</p> <p>d) Activate the Incident Command Team, if necessary</p> <ul style="list-style-type: none"> <li>• Search and Rescue</li> <li>• First Aid/Medical</li> <li>• Reunification Team</li> </ul> <p>e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe</p> <p>f) Implement Reunification Plan as necessary (See Functional Annex B)</p> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <p>a) Provide accountability report to Incident Command/administration.</p> <p>b) Provide a report of any hazards or situations that need attention to Incident Command/administration.</p> <p>c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command</p> <p><u>Goal 2 Actions</u></p> <p>a) Determine the need for evacuation or other emergency actions by quickly assessing the situation</p>
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	<p>b) Notify Incident Command of any assistance needed to perform emergency actions</p> <p><u>Goal 3 Actions – Inside Buildings</u></p> <p>a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface</p> <p>b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person</p> <p>c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries</p> <p>d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation</p> <p>e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris</p> <p>f) If Incident Command Team is activated, fill designated position</p> <p>g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible.</p> <p>h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official.</p> <p><u>Goal 3 Actions – Outside Buildings</u></p> <p>a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury</p> <p>b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet</p> <p>c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area</p> <p>d) If Incident Command Team is activated, fill designated position</p>
<b>AFTER</b>	
Goal:	<ol style="list-style-type: none"> <li>1. Effectively communicate to all stakeholders</li> <li>2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</li> </ol>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Provide information to staff, parents, and students</p> <p>b) Provide information to district office</p> <p>c) Provide information to media</p> <p><u>Goal 2 Objectives</u></p> <p>a) Conduct After-Action Report process</p>



<p>Courses of Action:</p>	<p><b>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</b></p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> <li>a) Provide critical information to the district office in order to develop effective key messages</li> <li>b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened</li> <li>c) Work with appropriate district department to draft talking points for phone calls and media requests</li> </ul> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Conduct an after-action report process and implement necessary actions for improving future responses</li> <li>b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response</li> <li>c) Identify steps to improve future responses</li> <li>d) Implement steps to improvement</li> </ul> <p><b>STAFF ACTIONS:</b></p> <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> <li>a) Participate in the after-action report process</li> <li>b) Participate in any determined corrective actions discovered in the after-actions process</li> </ul>
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# REUNIFICATION PLAN

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## FUNCTIONAL ANNEX B

# REUNIFICATION PLAN

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## Purpose

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The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. If an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

**NOTE:** For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

## Situation and Assumptions

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### Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

### Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school.

While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.

Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.

Staffing may be limited; some duties may need to be modified based on the amount of staffing available. District office staff may need to assist with the reunification process.

## Disclaimer

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The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be

interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

## Concept of Operations

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### General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
  - The Assembly Area, which will be where students can wait for their parents/guardians
  - The Request Gate where parents/guardians fill out reunification documentation and provide identification
  - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
  - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
  - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

## Basic Operations

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- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

## On-Scene Parent Notification

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If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

### Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma

- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

## End of Operations

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- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

## Reunification Considerations General

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The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

## Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

## Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

### Reunification Notification

Reunification notification should be disseminated through all available warning systems.

### Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

## Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

### Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

### The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

### The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

# Administration and Support

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## Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

## Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

### Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

## After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

## Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

## Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures



# TWO-GATE REUNIFICATION

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## With Reunification Taking Place **AT RELEASE GATE**

This type of reunification is recommended when there are **NO** injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

## CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

## REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

## START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

## REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

## RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form

#### ☐ IF STUDENT IS IN ASSEMBLY AREA

- Runner shows Student Request & Release Form to the Assembly Area Leader
- Teacher/Staff marks box, "Sent with Runner"
- Runner walks student to Release Gate
- Runner hands paperwork to Release Staff
- Release Staff verifies student ID and concludes release process to Parent/Guardian

#### ☐ IF STUDENT IS NOT IN ASSEMBLY AREA

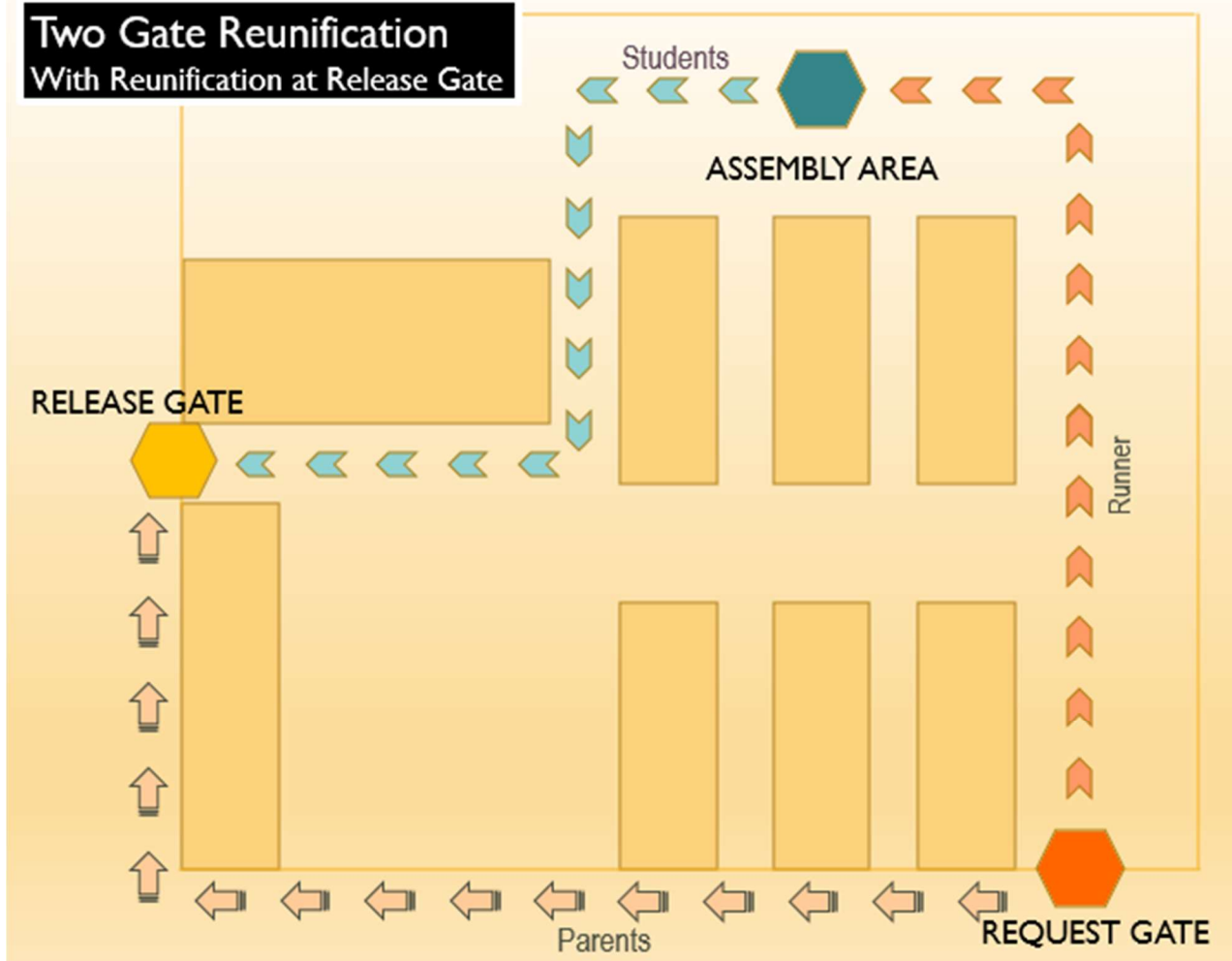
Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.

- Assembly Area Leader makes appropriate notation on Student Request & Release Form
  - "Absent" if student was not in school that day
  - "First Aid" if student is known to be receiving Medical Treatment
  - "Missing" if student was in school but now cannot be located
- Runner takes Student Request & Release Form to Release Gate Leader
- Release Gate Leader verifies student location, if known, and directs runner accordingly
  - If student is in First Aid, escort parent to Medical Treatment Area
  - If student was marked absent, notify parent accordingly
  - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

## RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

## Two Gate Reunification With Reunification at Release Gate



# TWO-GATE REUNIFICATION

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## With **INTERNAL** Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

## CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

## REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

## START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

## NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families

- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

## REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

## RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

## REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method

- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification area whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

## NOTIFICATION AREA

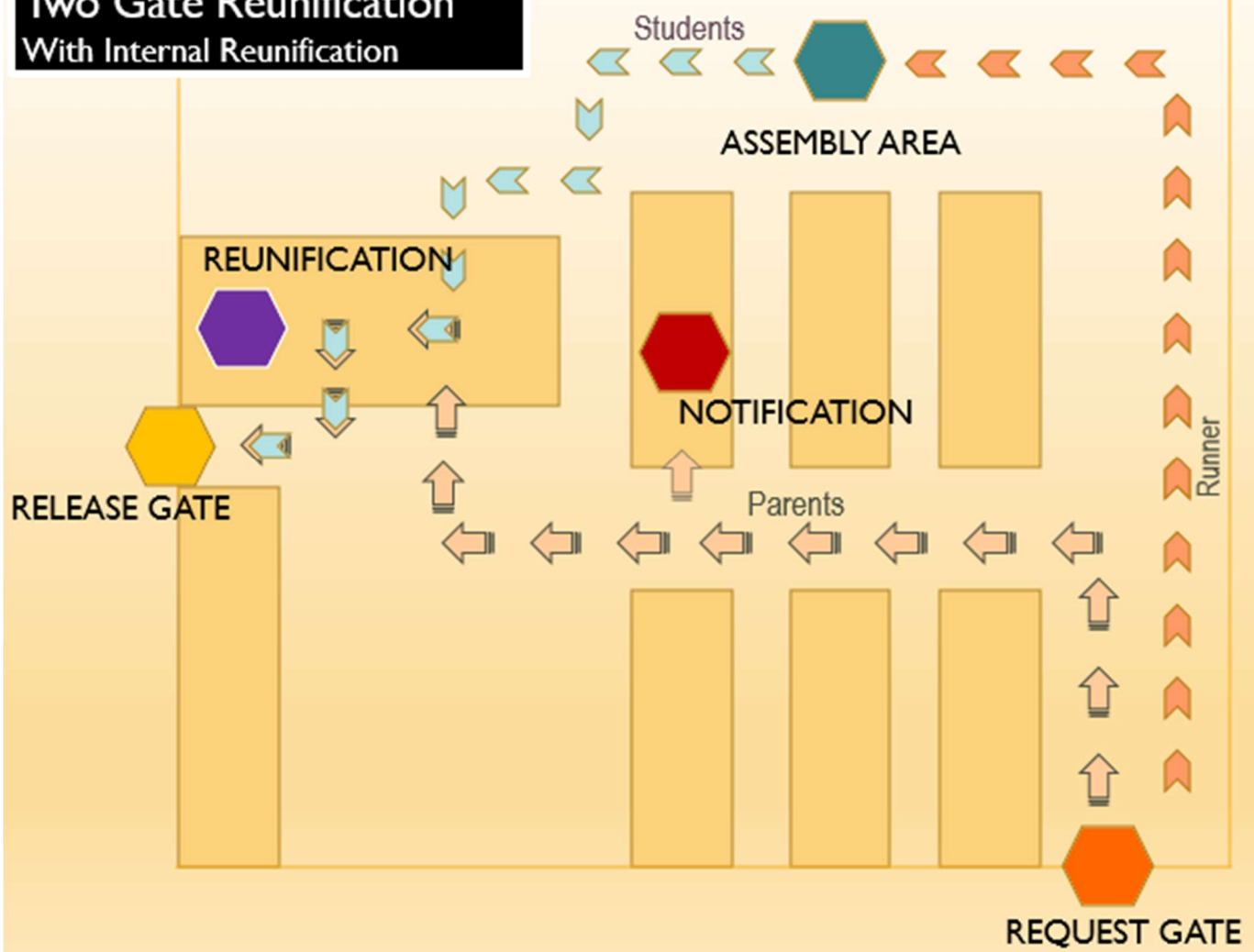
Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested
- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma
- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

## RELEASE GATE

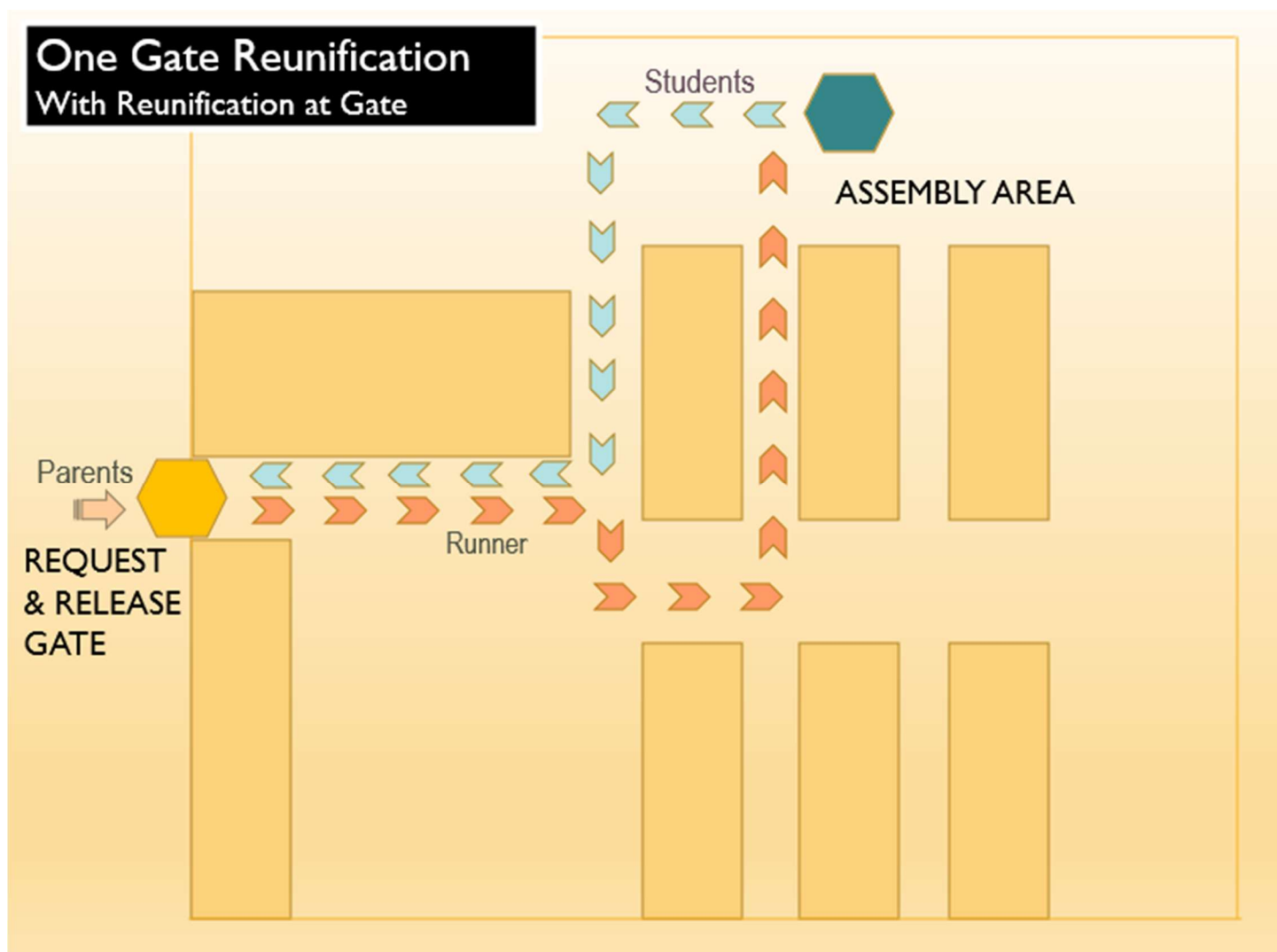
- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

## Two Gate Reunification With Internal Reunification



# ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.





# CLASSROOM REUNIFICATION

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Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

## REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians
- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

## START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

## REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

## REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method
- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

## RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

# OFF-SITE REUNIFICATION

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Off-Site reunifications will have extensive District Office staff support.

## School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc.

## Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

# REUNIFICATION SUPPLY CONSIDERATIONS

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- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter's Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

# STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form.** You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.

Padres/Guardianes: **Por favor complete esa seccion1 de esta forma.** Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

## PLEASE PRINT

(List siblings on the same form **ONLY** if they have the **SAME LAST NAME**)

### PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

1)	STUDENT Last Name	First Name	Teacher	Grade
2)		First Name	Teacher	Grade
3)		First Name	Teacher	Grade

**PRINT NAME** of Authorized Adult  
(Must be listed as an emergency contact)

Cell Phone Number

## STAFF COMPLETE SECTIONS 2 & 3

### REQUEST GATE

2

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the person requesting the student on the Emergency Contact List
<input type="checkbox"/>	<input type="checkbox"/>	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
<input type="checkbox"/>	<input type="checkbox"/>	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
<input type="checkbox"/>	<input type="checkbox"/>	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
<input type="checkbox"/>	<input type="checkbox"/>	Staff - give this form to a "staff runner" to retrieve the student.

### RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Receive/get student from Assembly Area.
<input type="checkbox"/>	<input type="checkbox"/>	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
<input type="checkbox"/>	<input type="checkbox"/>	Verify Photo I.D. again. Have them sign below to indicate where they are going next.
<b>Signature of person releasing student</b>		
to:		
Firma de la persona liberando al estudiante:		
<b>Next</b>		
<b>Destination:</b>		
Proximo destino:		

Staff Signature: \_\_\_\_\_

Time of Release: \_\_\_\_\_

**NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM**

# Student Release Log

School The Heights Charter Date \_\_\_\_\_

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

# ABBREVIATED AFTER-ACTION REPORT

(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	The Heights Charter	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

*Add rows to table as necessary*

**STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR**

- 1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
- 2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
- 3) Complete this form using the information gained from the Brainstorm session.
- 4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
- 5) Keep a copy of this completed form for your records.

# INCIDENT COMMAND TEAM POSITION GUIDES

## FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

### NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE

This section includes the Position Guides for each of the Incident Command Team positions. If the district will not be using these positions, then then position guides need to be removed and the Incident Command Organization charts in the “Disaster Procedures” section of the Comprehensive School Safety Plan.

## Section: Command

# Site Incident Commander

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**Reports to:** Superintendent (or designee)

**Staffing** Principal or Site Administrator

**Characteristics:**

**Responsibility:** The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

**Lead by example: your behavior sets the tone for staff and students.**

**Special Equipment:**

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

**Start-Up:**

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

**During Event:**

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed



- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

**After:**

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear," contact the District before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

## Section: Command

# Safety Officer

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<b>Reports to:</b>	<b>Site Incident Commander</b>
<b>Staffing Characteristics:</b>	<b>These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.</b>
<b>Responsibility:</b>	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Hard hat (if available)</li></ul>
<b>Start-Up:</b>	<ul style="list-style-type: none"><li>• Assess type and scope of emergency</li><li>• Determine threat to human life and structures.</li><li>• Implement Site Emergency Procedures Plan</li><li>• Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives</li><li>• Activate functions (assign positions) as needed</li><li>• Fill in Position Assignment Log as positions are staffed</li><li>• Appoint a backup Site Incident Commander in preparation for long-term operations</li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• Monitor drills, exercises, and emergency response activities for safety</li><li>• Identify and mitigate safety hazards and situation</li><li>• Stop or modify all unsafe operations</li><li>• Ensure that responders use appropriate safety equipment</li><li>• Think ahead and anticipate situations and problems before they occur</li><li>• Anticipate situation changes, such as severe aftershocks, in all planning</li><li>• Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions</li></ul>

## Section: Command

# Public Information Officer

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<b>Reports to:</b>	<b>Site Incident Commander</b>
<b>Staffing Characteristics:</b>	<b>These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.</b>
<b>Responsibility:</b>	<p>Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site <b>as soon as it is available.</b></p> <p>The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.</p>
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Battery operated AM/FM radio</li><li>• Marking pens</li><li>• Scotch tape/masking tape</li><li>• Forms:<ul style="list-style-type: none"><li>• Public Information Release Worksheet</li><li>• School Accountability Report</li></ul></li><li>• Scissors</li><li>• School site map(s) and area map(s):<ul style="list-style-type: none"><li>• 8-1/2 x 11 handouts</li><li>• Laminated display</li></ul></li><li>• Digital recorder/voice recorder</li></ul>
<b>Start-Up Activities:</b>	<ul style="list-style-type: none"><li>• Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander</li><li>• Consult with District's Communications Officer to coordinate information release</li><li>• Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible</li><li>• Advise arriving media that the site is preparing a press release and approximate time of its issue</li><li>• Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.</li></ul>

### During Event:

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

Section: Command

# Liaison Officer

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Reports to:	Site Incident Commander
Staffing	These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Characteristics:	
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	<ul style="list-style-type: none"><li>• Brief Agency Representatives on current situation, priorities, and incident action plan</li><li>• Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans</li><li>• Provide periodic update briefings to Agency Representatives, as necessary</li></ul>

## Section: Operations

# Operations Section Chief

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**Reports to:**

**Site Incident Commander**

**Staffing****Characteristics:**

The Operations Chief should be a staff member familiar with the site and be trained in response skills.

**Responsibility:**

The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

**Special Equipment:**

- Maps: See Crisis Response Box

**During Event:**

- Assume the duties of all operations positions until staff is available and assigned
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

## Section: Operations

# Site Facility Check & Security

---

<b>Reports to:</b>	<b>Operations Chief</b>
<b>Staffing</b>	Custodian or others familiar with the site's facilities.
<b>Characteristics:</b>	
<b>Responsibility:</b>	Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Hard hat</li><li>• Work gloves</li><li>• Whistle</li><li>• Master keys</li><li>• Bucket or duffel bag with goggles</li><li>• Flashlight</li><li>• Dust masks</li><li>• Yellow caution tape</li><li>• Utility shutoff tools — for gas &amp; water (crescent wrench)</li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• Check condition and take along appropriate tools</li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• Observe the campus and report any damage by radio to the Site Command Post</li><li>• Lock or open gates and major external doors appropriate for the situation</li><li>• Locate/control/extinguish small fires as necessary</li><li>• Check gas meter and, <b>if gas is leaking</b>, shut down gas supply</li><li>• Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander</li><li>• Post yellow caution tape around damaged or hazardous areas</li><li>• Verify that campus gates are secured and report same to Site Incident Commander</li><li>• Advise Site Incident Commander of all actions taken for information and proper logging</li><li>• No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety</li><li>• Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate</li></ul>

## Section: Operations

# Search & Rescue Team Leader

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<b>Reports to:</b>	<b>Operations Chief</b>
<b>Staffing</b>	Trained in Search & Rescue
<b>Responsibility:</b>	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. <b>Operations should not begin until it is clear who if any is missing. Otherwise, Search &amp; Rescue Teams could be vulnerable to unnecessary risk and injuries.</b>
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Search &amp; Rescue Team Member Backpacks for Buddy Teams</li><li>• Disaster Container</li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• <b>Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves</b></li><li>• Put batteries in flashlight</li><li>• First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response</li><li>• <b>Each Buddy Team will consist of 3 persons.</b></li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• <b>Buddy system: 3 persons per Buddy Team.</b><ul style="list-style-type: none"><li>• Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first</li><li>• <b>Follow all operational and safety procedures</b></li></ul></li><li>• Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible</li><li>• Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. <b>Do not enter severely damaged building</b></li><li>• If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash “/” on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash “\” on door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: “Room A-123 is clear”)*</li><li>• When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid &amp; Medical Team Leader. Do not use names of students or staff</li><li>• Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information</li><li>• Keep radio communication brief and simple. No codes</li></ul>



## Section: Operations

# Search & Rescue Team

---

<b>Reports to:</b>	<b>Search &amp; Rescue Team Leader</b>
<b>Staffing</b>	Trained in Search & Rescue
<b>Characteristics:</b>	
<b>Responsibility:</b>	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Search &amp; Rescue Team Member Backpack</li><li>• Disaster Container</li><li>• Walkie-Talkies for Buddy Teams to communicate with the Team Leader</li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• <b>You must be wearing sturdy shoes and long sleeves.</b></li><li>• Put batteries in flashlight</li><li>• First to arrive temporarily assumes role of Search &amp; Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response</li><li>• <b>Each Buddy Team will consist of 3 persons</b></li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• <b>Buddy system: 3 persons per Buddy Team</b><ul style="list-style-type: none"><li>• Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first</li><li>• <b>Follow all operational and safety procedures</b></li></ul></li><li>• Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible</li><li>• Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. <b>Do not enter severely damaged buildings</b></li><li>• If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*</li><li>• When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid &amp; Medical Team Leader. Do not use names of students or staff</li><li>• Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information</li><li>• Keep radio communication brief and simple. No codes</li></ul>

## Section: Operations

# First Aid & Medical Team Leader

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<b>Reports to:</b>	<b>Operations Chief</b>
<b>Staffing</b>	Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).
<b>Characteristics:</b>	
<b>Responsibility:</b>	Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Marking pens</li><li>• First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides</li><li>• Tables &amp; chairs</li><li>• Ground cover/tarps</li><li>• Forms: Notice of First Aid Care Provided</li><li>• Medical Treatment Log</li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• The following standards are recommended for establishing First Aid &amp; Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams</li><li>• Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs</li><li>• Request assistance from the District Crisis Response Team for psychological staff and student needs</li><li>• Activate Buddy Team, as necessary</li><li>• Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container</li><li>• Assess available inventory of supplies and equipment</li><li>• Review safety procedures and assignments with personnel</li><li>• Establish point of entry (“triage”) into treatment area</li><li>• Establish “immediate” and “delayed” treatment areas</li><li>• Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team</li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• Oversee care, treatment, and assessment of patients</li><li>• Ensure caregiver and rescuer safety<ul style="list-style-type: none"><li>• Non-latex gloves for protection from body fluids; replace with new gloves for each new patient</li></ul></li><li>• Make sure that accurate records are kept</li><li>• Provide personnel response for injuries in remote locations or request Logistics for staffing assistance</li><li>• If needed, request additional personnel from Logistics</li><li>• Brief newly assigned personnel</li></ul>

- Report deaths immediately to Operations Section Chief.
- **After pronouncement or determination of death:**
  - **Do not** move the body until directed by Site Incident Commander
  - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**
  - As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
  - Keep accurate records and make available to law enforcement and/or the Coroner when requested
  - Write the following information on two tags:
    - o Date and time found
    - o Exact location where found
    - o Name of decedent, if known
    - o If identified—how, when, by whom
    - o Name of person filling out tag
    - o Attach one tag to body
  - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body
  - Keep Operations Section Chief informed of overall status
  - Stay alert for communicable diseases and isolate appropriately

**After:**

- Conduct a Critical Incident Stress Debriefing for staff

## Section: Operations

# First Aid & Medical Team

---

<b>Reports to:</b>	<b>First Aid &amp; Medical Team Leader</b>
<b>Staffing</b>	Trained in First Aid and Critical Incident Stress Management (CISM)
<b>Characteristics:</b>	
<b>Responsibility:</b>	Works with a buddy to administer first-aid and arrange for transport of victims as necessary.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• First Aid &amp; Medical Team supplies</li><li>• Marking pens</li><li>• Stretchers, blankets, vests (if available)</li><li>• Quick reference medical guides</li><li>• Tables, chairs, ground cover/tarps, medication from health office</li><li>• Forms:<ul style="list-style-type: none"><li>o Medical Treatment Log</li><li>o Notice of First Aid-Care Provided</li></ul></li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• Obtain and wear personal safety equipment including latex gloves</li><li>• Use approved safety equipment and techniques</li><li>• Check with First Aid &amp; Medical Team Leader for assignment</li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• Administer appropriate first aid</li><li>• <b>Keep accurate records of care given</b></li><li>• Continue to assess victims at regular intervals</li><li>• Report deaths immediately to First Aid &amp; Medical Team Leader</li><li>• If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—<b>do not send with victim</b></li><li>• Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available</li></ul> <p><b>Buddy Teams:</b></p> <ul style="list-style-type: none"><li>• Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area</li></ul> <p><b>Triage Entry Area:</b></p> <ul style="list-style-type: none"><li>• Staffed by the First Aid &amp; Medical Team Leader and Buddy Team members not on deployments</li><li>• Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged</li><li>• Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie</li></ul>

**Treatment Areas (“Immediate” & “Delayed”)**

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

**After:**

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

## Section: Operations

# Reunification Team Leader

---

**Reports to:****Operations Chief****Staffing**

Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

**Characteristics:****Responsibility:**

Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

**Special Equipment:**

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - o Student Accountability Report
  - o Notice of First Aid-Care Provided

**Start Up Activities:**

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.)
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

**During Event:**

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

## Section: Operations

# Assembly Area Leader

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**Reports to:****Operations Chief****Staffing**

Trained in managing large groups of students - Associate Principal or Administrative Designee

**Characteristics:****Responsibility:**

Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

**Special Equipment:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - o Student Accountability Report
  - o Notice of First Aid-Care Provided

**Start Up Activities:**

- Request additional personnel, if needed
- If school is evacuating:
  - o Verify that the Evacuation Area and routes to it are safe
  - o Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - o Initiate the set-up of portable toilet facilities and hand washing stations

**During Event:**

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease
- Make arrangements to provide shelter for students and staff
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

## Section: Operations

# Request Gate

---

<b>Reports to:</b>	<b>Operations Chief</b>
<b>Staffing Characteristics:</b>	School staff or volunteers
<b>Responsibility:</b>	Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.
<b>Special Equipment:</b>	<ul style="list-style-type: none"><li>• Stapler</li><li>• Box(es) of Emergency Cards</li><li>• Signs: Parent Request Gate</li><li>• Empty file boxes to use as out boxes</li><li>• Pens for parents to complete forms</li><li>• Forms:<ul style="list-style-type: none"><li>• Student Release Form</li><li>• Volunteer Assignment Log</li></ul></li></ul>
<b>Start Up Activities:</b>	<ul style="list-style-type: none"><li>• Secure area against unauthorized access. Mark gate with sign</li><li>• Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests</li><li>• Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist</li><li>• Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended</li></ul>
<b>During Event:</b>	<ul style="list-style-type: none"><li>• Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians</li><li>• <b>Refer all requests for information to the District's Communications Officer</b></li><li>• If volunteers arrive to help, have them report to the Request Area to be registered</li></ul>
<b>Reunification Procedures:</b>	<ul style="list-style-type: none"><li>• Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification</li><li>• Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card</li><li>• Staff instructs the requester to proceed to the Release Gate</li><li>• 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</li><li>• Runner takes form(s) to the designated classroom</li></ul>

**Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.**



**If student is with class:**

- Runner shows Student Release Form to the teacher
- Teacher marks box, **“Sent with Runner”**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

**If student is not with the class:**

- Teacher makes appropriate notation on Student Release Form:
  - **“Absent”** if student was never in school that day
  - **“First Aid”** if student is in Medical Treatment Area
  - **“Missing”** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to the Operations Chief for verification**

## Section: Operations

# Release Gate

---

- Reports to:** Operations Chief
- Staffing Characteristics:** School staff or volunteers
- Responsibility:** Assure proper reunification of student with parent or authorized adult at the Release Gate.
- Special Equipment:**
- Stapler
  - Pens for parents to sign Student Release Log
  - Student Release Log
  - Signs: Release Gate
  - Empty file boxes to use for processed Student Release Forms
- Start Up Activities:**
- Secure area against unauthorized access. Mark gate with sign.
  - Set up Release Gate away from the Request Area.
  - Assign volunteers to assist, as needed.
- During Event:**
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
  - **Refer all requests for information to the District's Communications Officer.**
- If student is with class:**
- Runner shows Student Release Form to the teacher
  - Teacher marks box, **"Sent with Runner"**
  - If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.
  - Runner walks student(s) to Release Gate
  - Runner hands paperwork to staff at Release Gate
  - Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable
- If student is not with the class:**
- Teacher makes appropriate notation on Student Release Form:
    - o **"Absent"** if student was never in school that day
    - o **"First Aid"** if student is in Medical Treatment Area
    - o **"Missing"** if student was in school but now cannot be located
  - Runner takes Student Release Form to the Operations Section Chief
  - Operations Section Chief verifies student location if known and directs runner accordingly.
  - If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
  - Parent should be notified of missing student status and escorted to Crisis Counselor
  - If student is in first aid, parent should be escorted to Medical Treatment Area
  - If student was marked absent, parent will be notified by staff member

## Section: Planning & Intelligence

# Planning & Intelligence Section Chief

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**Reports to:** Site Incident Commander

**Staffing Characteristics:** Resource Teacher

**Responsibility:** Collection, evaluation, documentation, and use of information about the incident.

**Equipment:**

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

**During:**

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

**Records:**

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports for reference

**Student and Staff Accounting:**

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

**Situation Status Map:**

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

**Situation Analysis:**

- Provide current situation assessments based on analysis of information received
- Develop situation reports for the Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

## Section: Logistics

# Logistics Section Chief

---

**Reports to:** Site Incident Commander

**Staffing Characteristics:** Administrative skills

**Responsibility:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Equipment:**

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

**Start Up Activities:**

- Ensure that the Site Command Post and other facilities are setup as needed

**Special Equipment:**

- Cargo container or other storage facility and all emergency supplies stored on site

**Start-Up Activities**

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

**During Event:**

- Maintain security of cargo container, supplies and equipment
- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

**After:**

- Secure all equipment and supplies

## Section: Finance & Administration

# Finance & Administration Section Chief

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**Reports to:** Site Incident Commander

**Staffing Characteristics:** Familiar with common financial record keeping standards. Office staff.

**Responsibility:** Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

**Special Equipment:**

- None

**During:**

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

**After:**

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

# INITIAL DAMAGE ASSESSMENT

## FUNCTIONAL ANNEX D

### NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE

Districts may already have an initial or preliminary damage assessment form. It is recommended that districts have some process for collecting damage reports from school sites in the event of a large-scale disaster. This process will be critical if the jurisdiction and/or the district are eligible for FEMA or State reimbursement of disaster funds.

# CONDUCTING AN INITIAL DAMAGE ASSESSMENT

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**Initial damage assessment** – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

# BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School	The Heights Charter	DATE:
Buildings Damaged		
Space is (check all that apply)		
<input type="checkbox"/> Not usable	<input type="checkbox"/> Usable	<input type="checkbox"/> Wet/Damp <input type="checkbox"/> Dry <input type="checkbox"/> Unknown
Utilities are operational (check all that apply)		
<input type="checkbox"/> Phone	<input type="checkbox"/> Internet	<input type="checkbox"/> Electrical Power <input type="checkbox"/> Water <input type="checkbox"/> Sewer
Ceiling (e.g. wet, sagging, collapse)		
Walls (e.g. cracks, watermarks, soot)		
Floor/Carpet (e.g. wet, burnt, torn, mildew)		
Water Leaks (e.g. from roof, through walls, windows)		
Doors/Windows (e.g. broken locks, hinges, awnings)		
Fixtures (e.g. electrical outlets, lighting)		
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)		
Other		



# Evacuation Planning for Special Needs

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## FUNCTIONAL ANNEX E

### For People with Disabilities and Special Needs

The Heights Charter uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

### NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE

This document was modified from the National Fire Protection Emergency Evacuation Guide and has been made more school oriented.

Before providing the CSSP template to schools, the District should review this Functional Annex to determine any modifications and/or additions to procedures. The form at the end of the Annex can be used by schools to assess their ability to assist individuals with special needs.

Although this Functional Annex is not mandatory, the District should ensure that planning for special needs are considered within the CSSP.

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Speech Impairment

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Cognitive Impairment

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

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## General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

## Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
  - Self
  - Self with device
  - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
  - Who
  - What
  - Where
  - When
  - How

# Service Animals

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Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

# Standard Building Evacuation Systems

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A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

## Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101, Life Safety Code, for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

## Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

## Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

# Mobility Impairment

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## OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

## ORIENTATION/WAY FINDING

### Is There a Usable Circulation Path?

#### Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

## Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually, the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

## Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

## Are There Devices to Help People with Mobility Impairments Evacuate?

### Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

### Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

### What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

**Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?**

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

### How Many People Are Necessary to Provide Assistance?

#### One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

#### Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

### What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

#### *Minor Physical Effort*

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

#### *Major Physical Effort*

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

### **Waiting for First Responders**

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

### **Where Will the Person(s) Start Providing Assistance?**

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

### **When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)**

### **How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?**



# Visual Impairment

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## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

## ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

## Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

## Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

*Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders*

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

### **What Assistance Will the Person(s) Provide?**

#### *Guidance*

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

#### *Minor Physical Effort*

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

#### *Waiting for First Responders*

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

### **Where Will the Person(s) Start Providing Assistance?**

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

**When Will the Person(s) Provide Assistance?** (Always, Only when asked, etc.)

**How Will the Person(s) Providing Assistance Be Contacted?** (Face to face, Phone, E-mail, Tweet, Other)

# Hard of Hearing or Deaf

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## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

### Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

### Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

## ORIENTATION/WAY FINDING

### Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

### Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

### Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

### IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

## OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc.).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

# Speech Impairment

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## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

*No Special Requirements.* People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

## ORIENTATION/WAY FINDING

### Is Prior Knowledge of the Location of the Means of Egress Necessary?

*No Special Requirements.* Once notified, people with speech impairments can use any standard means of egress.

### Is Identification of Which Means of Egress Are Available/Closest Necessary?

*No Special Requirements.* Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

### Is Identification of the Path(s) to the Means of Egress Necessary?

*No Special Requirements.* Once notified, people with speech impairments can read and follow standard exit and directional signs.

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

## IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

## OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc.).

# Cognitive Impairment

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Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

## COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

**No Special Requirements.** People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

## ORIENTATION/WAY FINDING

### Is Identification of Which Means of Egress Are Available/Closest Necessary?

**No Special Requirements.** However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

### Is Identification of the Path(s) to the Means of Egress Necessary?

**No Special Requirements.** However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

## ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

**No Special Requirements.** However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

## IS ASSISTANCE REQUIRED?

### Who Will Provide the Assistance?

*Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?*

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

### What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

### Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

### When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

### How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

### OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc.).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?



# Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: \_\_\_\_\_ Room #: \_\_\_\_\_

Building (home, office, etc.): \_\_\_\_\_ Primary Phone: \_\_\_\_\_

Are Service Animals Present:          Yes          No

## COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	_____
Earthquake:	_____
Flood:	_____
Storm:	_____
Attack:	_____
Other (specify):	_____

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

## ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

## ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

## TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

## Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency? \_\_\_\_\_

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

# **Sudden Cardiac Arrest**

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## **FUNCTIONAL ANNEX F**

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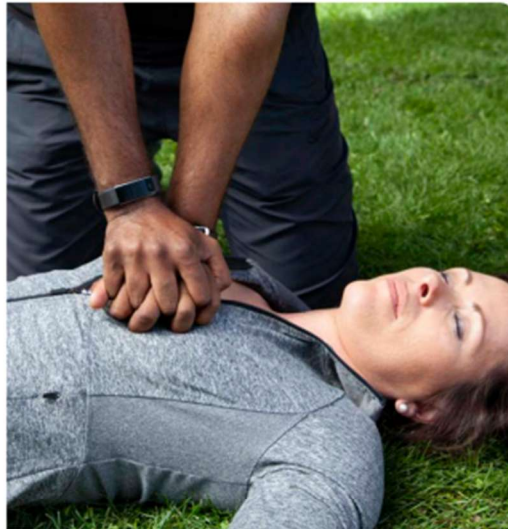
**The following was developed and taken from The American Heart Association “What is Cardiac Arrest?”**

## What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



### Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

### What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

### How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)

### What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

### What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Exercise stress tests
- Imaging tests
- Cardiac catheterization
- Electrophysiology (EP) study

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

## HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit [heart.org](https://heart.org) to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at [HeartInsight.org](https://HeartInsight.org).
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at [heart.org/SupportNetwork](https://heart.org/SupportNetwork).

### Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

**Where can I get CPR training in my area?**

### MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit [heart.org/AnswersByHeart](https://heart.org/AnswersByHeart) to learn more.

# Opioid & Fentanyl Overdose Prevention

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## FUNCTIONAL ANNEX G

### FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document

#### SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

#### STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.

- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

## STEP 2: CALL 911 FOR HELP

### AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

## STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

### The Heights Charter uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

**DURATION OF EFFECT.** The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.



**SAFETY OF NALOXONE.** The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

## **STEP 4: SUPPORT THE PERSON'S BREATHING**

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

## **STEP 5: MONITOR THE PERSON'S RESPONSE**

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

## **DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE**

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

# OPIOID ANTAGONIST MEDICATION SPECIFICS

## TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

## STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone Is stored in the following locations at the school:	
Main Office	

# SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

## RECOGNIZE

1

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils

## RESPOND

2

Immediately call for help:

- Call for help – Dial 911
  - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
  - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
  - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
  - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
  - Breathe again
  - Give one breath every 5 seconds

## REVERSE

3

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

**REMOVE** NARCAN Nasal Spray from the box.  
Peel back the tab with the circle to open the NARCAN Nasal Spray.

**Hold** the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

**Gently insert the tip of the nozzle into either nostril.**

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.

**Press the plunger firmly** to give the dose of NARCAN Nasal Spray.  
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols

## REFER

4

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)

Health Procedure Training – Opioid Antagonist Naloxone Documentation at The Heights Charter

I, \_\_\_\_\_ have read, been trained and understand the following  
(Print Full Name)  
procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intra-Nasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

\_\_\_\_\_ I understand I need to maintain my skills and will be observed on an ongoing basis by the Credentialed School Nurse

\_\_\_\_\_ I have had the opportunity to ask questions and have received satisfactory answers to my questions.

\_\_\_\_\_ I possess a current CPR card, expiration date is: \_\_\_\_\_