

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

SCHOOL SAFETY PLAN

799 E. Rialto Ave., San Bernardino, CA 92408

(909) 332-6699

sbrander@voa-swcal.org

Plan Updated & Revised 3/2022

Updated Plan approved Board of Trustees 4/5/2022

School Mission

Ballington Academy for the Arts & Sciences Charter School shares the legacy of progressivism and social change through innovation and educational betterment.

School Safety Committee

Required Members	Title
Shannon Brandner	Principal
Evelia Ornelas	Teacher
Venus Mixson	Classified Staff
Bilma Rubio	Parent of Child Attending BAAS

Background

The Governing Board of Volunteers of America Community Education and Development Corporation (“VOA-CEDC”) is committed to the safety and security of all students and staff of Ballington Academy for the Arts and Sciences (“BAAS”) in San Bernardino. To that end, this School Safety Plan covers BAAS’s policies and expectations for maintaining the security of the physical campus, responding appropriately to emergencies, increasing safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

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A. Child Abuse Reporting Procedures

Mandatory Child Abuse Reporting

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Ballington Academy of Arts and Sciences Charter School (“BAAS” or “Charter School”) will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

When Reporting Abuse is Required

A mandated reporter, who in his or her professional capacity, or within the scope of his or her employment, has knowledge of or observes a child (under the age of 18 years) whom he or she knows or reasonably suspects has been the victim of child abuse or neglect must report the suspected incident. The reporter must contact a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report within 36 hours of receiving the information concerning the incident.

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, sheriff’s department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code sections 11165.9, 11166.)

When the initial telephone report is made, the mandated reporter should 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 sections 11166, 11168.)

Form SS 8572 can be found here: <https://oag.ca.gov/childabuse/forms>

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

- The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses, and telephone numbers of the child's parents/guardians.
- The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- 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 section 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 section 11167.)

Abuse or Neglect which must be Reported:

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 section 11165.1.
3. Neglect of a child as defined in Penal Code section 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 section 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code section 11165.4.

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 Principal 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 section 48906)

Parent/Guardian Complaints

Upon request, the Principal or their designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at BAAS 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 school employee or other person suspected of child abuse or neglect at the 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 section 11166 to file a report himself/herself using the procedures described for mandated reporters.

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 CCR section 4650.

Immunity & Confidentiality of Reporter and Abuse Reports

Persons legally mandated to report suspected child abuse have immunity from criminal or civil liability for reporting as required or authorized by law. The identity of a mandated reporter is confidential and disclosed only among agencies receiving or investigating reports, and other designated agencies. Any violation of confidentiality is a misdemeanor punishable by imprisonment, fine, or both.

Penalty for Failure to Report Abuse

A mandated reporter who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail, a fine of \$1000, or both.

B. Disaster Response Procedures

Emergency Preparedness

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- Fire Drills: At least once per month in elementary schools, a fire drill should be conducted in which all students, teachers, and other employees are required to vacate the building. A fire drill shall be held at least twice per year in secondary schools.
- Earthquake Duck & Cover Drill: This drill should be performed once per quarter (elementary) and once per semester (secondary).
- Major Disaster Drill: This drill should be performed twice per school year so personnel are oriented to the School Safety Plan.

Procedures for Allowing School Grounds to be Used as a Disaster Shelter

Under California law, all public employees are disaster service workers. As such, before beginning employment with the Charter School, 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 school 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.

Use of School Facilities

The Board of Trustees 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 services it deems necessary to meet the community's needs.

KEY BAAS EMERGENCY NUMBERS

Office/Department	Phone Number
Emergency Services	911
San Bernardino City Unified School District, Charter School Operations	909.473.2095
VOA Corporate Offices	(619) 282-8211

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
Law Enforcement		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
San Bernardino City Unified School Police		(909) 388-6130 (909) 889-6833
San Bernardino City Police		(909) 383-5311 (909) 384-5742
Fire		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
San Bernardino City Fire Department		(909) 387-5974 (909) 356-3805 (909) 386-8401
Hospitals	Address	Phone
Loma Linda	11234 Anderson St. Loma Linda 92345	(909) 558-4000 (909) 558-8000
St. Bernardine	2101 Waterman Ave. San Bernardino 91404	(909) 883-8711
Arrowhead Medical	400 N. Pepper Ave. Colton 92324	(909) 580-1000
OTHER SERVICES		
Animal Control		(909) 384-1304
Poison Control		(800) 222-1222
County Environmental Health		(800) 442-2283
County Hazardous Materials and Waste		(909) 381-1100
County Public Health and Human Services		(800) 722-4777 (909) 338-0242
County Office of Education		(909) 386-2704
County Office of Emergency Services		(909) 384-5407
[UTILITY SERVICE PROVIDERS]		
Sewer	East Valley Water District (San Bernardino Municipal)	(909) 889-9501
Water	East Valley Water District (San Bernardino Municipal)	(909) 889-9501

BAAS ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
VOA Corporate Office		(619) 282-8211	
Superintendent	Doreen Mulz	619-992-5352	
Principal	Shannon Brandner	909-332-6699	760-927-5134
Principal- El Centro	Bill Anderson	(760) 353-0140	502-629-9106

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Principal	Shannon Brander	909-332-6699	760-927-5134
Office Asst	Ruth Ramirez	909-332-6699	
Office Asst	Judith Resendiz	909-332-6699	
Teacher	Evelia Ornelas	909-332-6699	

STAFF PHONE LIST

This information will be used only during a school emergency

<i>Front Desk</i>	<i>Judith Resendiz*</i>	<i>101</i>
<i>Principal</i>	<i>Shannon Brandner</i>	<i>103</i>
<i>Parent/Community Outreach</i>	<i>Venus Mixson</i>	<i>105</i>
<i>Enrollment Eligibility</i>	<i>Crystal Franco</i>	<i>102</i>
<i>Administrative Assistant</i>	<i>Ruth Ramirez*</i>	<i>139</i>
<i>ASES Coordinator</i>	<i>Aujalique Thrower</i>	<i>135</i>
<i>Nurse/Nutrition Manager</i>	<i>Denise Sinoñui</i>	<i>104</i>
<i>Health/Nutrition</i>	<i>Zach + Bryan + Arlene + Nancy*</i>	<i>104</i>
<i>TK/K-Room #16</i>	<i>Taylor</i>	<i>121</i>
<i>Science-Room #17</i>	<i>Paula</i>	<i>122</i>
<i>Kinder-Room #18</i>	<i>Pipping</i>	<i>123</i>
<i>1st-Room #19</i>	<i>Robles*</i>	<i>124</i>
<i>1st-Room #20</i>	<i>Rios</i>	<i>125</i>
<i>2nd-Room #21</i>	<i>Adams</i>	<i>131</i>
<i>4th/5th-Room #22</i>	<i>Angel</i>	<i>130</i>
<i>ELD, Testing Intervention-Room #23</i>	<i>Evelia*</i>	<i>129</i>
<i>2nd /3rd - Room #24</i>	<i>Hill</i>	<i>127</i>
<i>3rd-Room #25</i>	<i>Suzuki</i>	<i>128</i>
<i>Art Room #26</i>	<i>Kirsty</i>	<i>136</i>
<i>Kitchen/Cafeteria</i>	<i>Will + Susie* + Donna + Cynthia + Alex</i>	<i>138</i>
<i>Conference Room</i>		<i>108</i>
<i>Ballington Academy</i>	<i>909-332-6699</i> <i>Fax-909-332-6691</i>	

SITUATIONAL COMMUNICATION PLANS

911 Calls	<ul style="list-style-type: none"> ❑ When placing a 911 call: give your name, school name, and school address ❑ Give specific location of shooter, intruder, fire, hazardous material or other emergency ❑ Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u></p> <p>The school will utilize its primary communication app, Class Dojo, to communicate all information to families and caregivers. In addition, the school will utilize social media and the school website to disseminate information. Finally, teachers and classified staff members will call individual families with updates for personal situations or if they have not responded to Class Dojo.</p> <hr/> <p><u>After an emergency:</u></p> <p>The school will utilize its primary communication app, Class Dojo, to communicate all information to families and caregivers. In addition, the school will utilize social media and the school website to disseminate information. Finally, teachers and classified staff members will call individual families with updates for personal situations or if they have not responded to Class Dojo</p>

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

If the traditional land lines are down, school employees will utilize their mobile devices to communicate.
The school will use 2-way radios

If no Internet service:

If there is no internet service, employees will rely on cellular data and use mobile devices to communicate.
The school will use 2-way radios

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

In the event the school loses power, the school will evacuate the emergency area in the parking lot. The administrator and Safety Officer will determine the cause of the outage. The administrator will then make the decision to continue the school day, or call for students to be picked up by guardians.

List capability of backup power:

The school does not have back up power

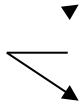
INCIDENT COMMAND SYSTEM

School Site Assignments

Model Emergency Plan: Pages 24-34

Incident Commander

Shannon Brandner



Jonathan Rios

Alternates

Evelia Ornelas

Safety Officer

Ruth Ramirez

Alternates ↓

Judith Resendiz

Kristina Tolento

Public Information Officer

Marie McKenzie

Alternates ↓

Dawn Redo

Katherine Cepeda

Liaison Officer

Ruth Ramirez

Alternates ↓

Crystal Flores

Kristina Tolento

Operations

Shannon Brandner

Alternates ↓

Jonathan Rios

Planning

**Shannon Brandner
William Anderson**

Alternates ↓

Diane Suzuki

Logistics

Doreen Mulz

Alternates ↓

Ashely LaSoya

Finance

Naghm Hakeen

Alternates ↓

OPERATIONS

Operations Chief

Shannon Brandner

Security, Search and Rescue Team Members

William Brown, Linda Huerta, Rachel Hill

Medical Team Members

Zachary Bissemburg, Selena Harris

Student Release Team Members

Venus Mixson, DeShonya Garnett

Student Care and Supervision Team Members

Kirsty Hameleers, Angel Baquero, Leah Adams, Marissa Robles,
Julia Pipping, Taylor Williams, Yadira Villanueva, Mary Smith

INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	School parking lot	County parking lot
Media Staging (PIO)	School parking lot	County parking lot
Security Team	School parking lot	County parking lot
Search & Rescue	School parking lot	County parking lot
Medical	School parking lot	County parking lot
Student Care	School parking lot	County parking lot
Student Release Area	School parking lot	County parking lot
Emergency Vehicles	School parking lot	County parking lot

BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

BAAS- San Bernardino	
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	x		Electrical room off of back playground
Gas	Total main gas shutoff?	x		Behind locked fence are in back playground
Water	Total main water shutoff?	x		Outside of the north fence of the back playground
Knox Box				

ALARM COMPANY INFORMATION

Company Name	ADT/Protection One	
Office Phone	(800) 716-3640	
Emergency Phone	(800) 438-4357	
Responsible Parties	Ruth Ramirez	Kristina Tolento
Locations of Control Panels	Staff Break Room	EHS Playground doors

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Individual offices/classrooms, cafeteria

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

- A. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
- 1. Advise Staff/Parents of Emergency Plan.
- 2. Plan for students with special needs.
- 3. Meet with teachers and review duties and special assignments.
- 4. Conduct drills putting emergency teams into full operation.
- 5. Have message tapes prerecorded for use during an emergency.
- B. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
- C. Each year in October, review and update emergency plan.

EMERGENCY:

Principal or designee:

- 1. Enactment of entire school emergency operation.
- 2. Activate emergency alarms/announcements.
- 3. Activate all emergency teams
- 4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and emergency radio.
- 5. Establish communication with law enforcement as to the status of emergency. Report condition of students, staff, and school facilities.
- 6. Determine Student Release Area and communicate location to team members.
- 7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
- 8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
- 9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
- 10. Give the directive to begin documentation of the incident to assigned personnel.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Incident Commander for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

STUDENT RELEASE TEAM

PREPARATION:

Student Release Team will know and understand the regulations for releasing students, both during a regular school day and during an emergency. The team will keep a clipboard for each class in a place that is clear and easy to reach during an emergency. These clipboards will include class lists, emergency phone numbers, a sign out sheet, and pens. The contents of the clipboards are to be updated monthly.

EMERGENCY:

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other’s students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your “buddy”.

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Hameleers	26	Ornelas	25
Suzuki	24	Baquero	23
Hill	22	Adams	21
New	20	Robles	19
Pipping	18	Williams	16
Rios	17	Helping with Kinder	

Activity/Documentation Log

Name: _____

Duty Position: _____

DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)

STUDENT EMERGENCY EVACUATION ABSENCE LIST

1. Please list all students absent from your class.
2. Check “Absent” if the student was absent at roll call.
3. Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
4. If all students on your class roster are present and accounted for, check the box below.
5. If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate total number of students present at evacuation site.

“Buddy Teacher” Total # of students present _____

TEACHER _____

All students present and accounted for.

Student Name	Absent	No Show / Location?

EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)	Present at Evacuation Site	Absent	No show/ Location

Ballington Academy San Bernardino
Valve Shut-off Location Map

See plan at end of document

Ballington Academy San Bernardino
Evacuation Map (On-Site)

See plan at end of document

Ballington Academy San Bernardino

Evacuation Map (Off-Site – Insert Address & Contact Information for Site Contact)

See plan at end of document

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site’s emergency response protocols. Drills conducted at the beginning of each month.

This calendar may be used to assist sites

<u>Monthly Drills to include:</u>	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

<u>Annual Drills to include:</u>	<u>Date of Drill</u>
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

- Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
- At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
- Each plan requires that support staff be designated as specialized assistants during times of emergency.
- The Site Safety Specialist is responsible for:
 1. identifying all students who will require additional assistance
 2. working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - * **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
- Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Done at the beginning of each year

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

GENERAL EMERGENCY ACTIONS

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.

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lock the doors; <input type="checkbox"/> Close and lock windows, and close blinds or cover windows; <input type="checkbox"/> Turn off lights; <input type="checkbox"/> Silence all electronic devices; <input type="checkbox"/> Remain silent; <input type="checkbox"/> Use strategies to silently communicate with first responders if possible, <input type="checkbox"/> 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 <input type="checkbox"/> Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>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.</p>
	<p>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.</p>

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

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- ❑ **DUCK, COVER and HOLD ON • SHELTER IN PLACE**
- **EVACUATION and REVERSE EVACUATION • STANDBY**
- **LOCKDOWN • TAKE COVER**

ANNOUNCEMENT:

- Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

- Use messengers with oral or written word as an alternate means of staff notification.
- Use Parent Telephone Notification System, if appropriate.

PRINCIPAL ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might 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 remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This **ACTION** is considered appropriate for, but is not limited to, the following types of emergencies:

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

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public address system:

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

PRINCIPAL ACTIONS:

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

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

EMERGENCY ACTION

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, 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**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- 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.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

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

PRINCIPAL ACTIONS:

1. Assume Incident Command role
2. Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”

-REPEAT-

- Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- 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
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- 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.
- 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
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal

4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates
7. Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- 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
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; 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.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

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

PRINCIPAL ACTIONS:

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

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) 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.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION

TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best-shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“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.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION

EVACUATION

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

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

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

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

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
 - ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
 - ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.

- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

EMERGENCY ACTION

OFF-SITE EVACUATION

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

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

PRINCIPAL ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

- Remain in place until further instructions are given.

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Utility Failure

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- θ Report accident to principal and school office.
- θ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- θ For relatively minor events, take students to school office or school nurse for assistance.
- θ Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL ACTIONS:

- θ Provide appropriate medical attention. Call 911, if needed.
- θ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- θ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- θ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

EMERGENCY RESPONSE AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the Principal /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL ACTIONS:

- θ Notify police and fire department (call 911).
- θ Initiate **SHELTER IN PLACE**, if warranted.
- θ Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- θ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- θ When notified by local government or the news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- θ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- θ Instruct employees to minimize strenuous physical activity.
- θ Cancel any events that require the use of vehicles.
- θ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- θ Remain indoors with students.
- θ Minimize physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the All Clear signal is given.

EMERGENCY RESPONSE

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- θ If imminent risk, call 911.
- θ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- θ Notify Principal.
- θ Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- θ If an insect sting, remove stinger immediately.
- θ Assess situation and help student/staff member to be comfortable.
- θ Move student or adult only for safety reasons.

PRINCIPAL ACTIONS:

- θ If imminent risk, call 911 (always call 911 if using “Epi” pen).
- θ Notify parent or guardian.
- θ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- θ Observe for respiratory difficulty.
- θ Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Keep an “Epi” pen in the school office and notify staff as to location.
- θ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- θ Provide bus drivers with information sheets for all known acute allergic reactors.

EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL ACTIONS:

- θ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- θ If the animal is outside, keep students inside and institute **Secure Campus**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact the local Humane Society for assistance in removing the animal.
- θ If the animal injures anyone, seek medical assistance from the school nurse.
- θ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- θ Notify the principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Ø Notify PRINCIPAL.
- Ø Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Ø Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Ø Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL ACTIONS:

- Ø Initiate **SHELTER IN PLACE**.
- Ø Shut off HVAC units.
- Ø Move to central location where windows and doors can be sealed with duct tape.
- Ø Call 911. Provide location and nature of the emergency and school actions taken.
- Ø Turn on a battery-powered commercial radio and listen for instructions.
- Ø Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Ø Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- θ Notify PRINCIPAL.
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- θ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL ACTIONS:

- θ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- θ Move up-wind from the potential danger.
- θ Call 911. Provide exact location and nature of emergency.
- θ Designate security team to isolate and restrict access to potentially contaminated areas.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Arrange for immediate psychological counseling for students and staff.
- θ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- θ Wash affected areas with soap and water.
- θ Immediately remove and contain contaminated clothing
- θ Do not use bleach on potentially exposed skins.
- θ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

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.

PERSON RECEIVING THREAT BY TELEPHONE:

- Ø Listen. Do not interrupt caller.
- Ø Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Ø Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Ø Notify site administrator immediately after completing the call.
- Ø Complete the Bomb Threat Report.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911**PERSON RECEIVING THREAT BY MAIL:**

- Ø Note the manner in which the threat was delivered, where it was found and who found it.
- Ø 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.
- Ø Caution students against picking up or touching any strange objects or packages.
- Ø Notify principal or site administrator.

PRINCIPAL ACTIONS:

- Ø Call 911.
- Ø 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.
- Ø 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.

- θ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- θ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- θ If it is necessary to evacuate the entire school, use the fire alarm.
- θ Direct a search team to look for suspicious packages, boxes or foreign objects.
- θ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- θ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- θ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- θ 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).
- θ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- θ Evacuate students as quickly as possible, using primary or alternate routes.
- θ Upon arrival at the designated safe site, take attendance. Notify the PRINCIPAL of any missing students.
- θ Do not return to the building until emergency response officials determine it is safe.

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	_____
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	_____
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	_____
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	_____
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



Homeland Security

EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- θ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- θ Evaluate the need for evacuation.
- θ Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- θ Call 911, if warranted.
- θ Notify principal.
- θ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- θ Move all uninjured students to a safe distance from the accident.
- θ Document the names of all injured students and their first aid needs.

PRINCIPAL ACTIONS:

- θ Notify law enforcement.
- θ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- θ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- θ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- θ Issue DUCK, COVER and HOLD ON instruction.
- θ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- θ Set brake, turn off ignition and wait for shaking to stop.

- θ Check for injuries and provide first aid, as appropriate.
- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ If instructed to continue route, continue to pick up students.
- θ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- θ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- θ Remain with students until further instructions are received from site administrator.
- θ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- θ Do not drive through flooded streets and/or roads.
- θ Take an alternate route or wait for public safety personnel to determine safe route.
- θ If the bus is disabled, stay in place until help arrives
- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ Account for all students and staff throughout the emergency.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close doors and restrict access to affected area.
- θ Notify Principal.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- θ Notify Administrative Assistant
- θ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- θ Post a notice on the school office door stating location of alternate school site.

STAFF ACTIONS:

- θ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- θ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- θ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify Principal of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close windows and doors and restrict access to affected area.
- θ Notify Principal.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- θ Notify Administrative Assistant to shut off mechanical ventilating systems.
- θ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- θ Upon arrival at evacuation site, take attendance. Notify Principal of any missing students.
- θ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- θ Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Ø Report disruptive circumstances to Principal.
- Ø Avoid arguing with participant(s).
- Ø Have all students and employees leave the immediate area of disturbance.
- Ø Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Ø Stay away from windows and exterior doors.

PRINCIPAL ACTIONS:

- Ø If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Ø Set up a communication exchange with the students, staff and principal. Try to restore order.
- Ø If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Ø Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL ACTIONS:

- Ø Call 911.
- Ø Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Ø Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Ø Cancel all outside activities.

- Ø Maintain an accurate record of events, conversations and actions.
- Ø Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Ø Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Ø Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Ø Care for the injured, if any.
- Ø Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL ACTIONS:

- ∅ Call 911. Verify the death and obtain as much information about it as possible.
- ∅ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ∅ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ∅ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ∅ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ∅ Determine whether additional resources are needed and make appropriate requests.
- ∅ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ∅ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- ∅ Go to each of the student's classes and notify his/her classmates in person.
- ∅ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ∅ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ∅ Make arrangements with the family to remove the student's personal belongings from the school.
- ∅ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- ∅ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need

assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE

DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL ACTIONS:

- θ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- θ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- θ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- θ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- θ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- θ Determine whether additional resources are needed and make appropriate requests.
- θ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- θ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- θ Facilitate classroom and small group discussions for students.
- θ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- θ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- θ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- θ Thank all those who assisted.
- θ Continue to monitor staff and students for additional supportive needs.

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL ACTIONS:

- θ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Set up decontamination station where students and staff may shower or wash with soap and water.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Arrange for medical attention for those injured by the explosion.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- θ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- θ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- θ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

- Ø Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL ACTIONS:

- Ø DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Ø Move to central location where windows and doors can be sealed with duct tape.
- Ø Call 911. Provide location and nature of the emergency and school actions taken.
- Ø Turn on a battery-powered commercial radio and listen for instructions.
- Ø Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Ø Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Ø Keep students calm. Instruct students to **DUCK and COVER**.
- Ø Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Ø Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL ACTIONS:

- θ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- θ Send search and rescue team to look for trapped students and staff.
- θ Post guards a safe distance away from building entrances to assure no one re-enters.
- θ Determine who will inform public information media as appropriate.
- θ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- θ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- θ 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.
- θ Check for injuries, and render First Aid.
- θ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- θ Check attendance at the assembly area. Report any missing students to Principal.
- θ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- θ Stay alert for aftershocks
- θ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Ø Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- Ø After shaking stops, check for injuries, and render first aid.
- Ø Check attendance. Report any missing students to Principal.
- Ø Stay alert for aftershocks.
- Ø Keep a safe distance from any downed power lines
- Ø Do NOT re-enter building until it is determined to be safe.
- Ø Follow instructions of Principal.

During non-school hours

PRINCIPAL ACTIONS:

- Ø Inspect school buildings with Facilities Manager to assess damage and determine corrective actions.
- Ø Determine the advisability of closing the school.
- Ø Notify fire department and utility company of suspected breaks in utility lines or pipes.
- Ø 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.
- Ø Inform public information media as appropriate.

EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL:

- Ø Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Ø Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Ø Secure area to prevent unauthorized access until the Fire Department arrives.
- Ø Notify emergency response personnel of any missing students.
- Ø Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Ø Direct a systematic, rapid and thorough approach to search the building and surrounding areas. 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).
- Ø Determine if Student Release should be implemented. If so, notify staff, students and parents.
- Ø If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Ø Initiate **DROP, COVER AND HOLD ON**.
- Ø If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Ø Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Ø Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Ø Render first aid as necessary.
- Ø Do not return to the building until the emergency response personnel determine it is safe to do so.

- Ø If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE

FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL ACTIONS:

- Ø Determine if **EVACUATION** of school site is necessary.
- Ø Contact local fire department (call 911) to determine the correct action for your school site.
- Ø If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Ø Direct inspection of premises to assure that all students and personnel have left the building.
- Ø Post a notice on the office door stating the temporary new location.
- Ø Monitor radio station for information.
- Ø Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Ø If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Ø Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Ø Take attendance at the assembly area. Report any missing students to the Principal and emergency response personnel.
- Ø Remain with students until the building has been inspected and it has been determined safe to return to.

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”.

Within School Building

PRINCIPAL ACTIONS:

- θ Sound the fire alarm to implement **EVACUATION** of the building.
- θ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- θ Notify the Fire Department (call 911).
- θ Direct search and rescue team to be sure all students and personnel have left the building.
- θ Ensure that access roads are kept open for emergency vehicles.
- θ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- θ If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- θ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- θ **EVACUATE** students from the building using primary or alternate fire routes
Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- θ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- θ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL ACTIONS:

- θ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- θ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL ACTIONS:

- θ Issue **STAND BY** instruction. Determine if evacuation is required.
- θ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- θ Post a notice on the office door stating where the school has relocated.
- θ Monitor AM radio weather station _____ for flood information.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to Principal and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- θ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

EMERGENCY RESPONSE**GAS ODOR / LEAK**

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, leave the area immediately.
- θ If the building is evacuated, take student attendance and report any missing students to Principal.

PRINCIPAL ACTIONS:

- θ If gas leak is internal, evacuate the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location.
- θ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL ACTIONS:

- θ Call 911, if necessary.
- θ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- θ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- θ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- θ If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- θ Wait for instructions from emergency responders – Health or Fire Department.
- θ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- θ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- θ Follow standard student assembly, accounting and reporting procedures.
- θ Report names of missing students to office.
- θ Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE

HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL ACTIONS

- Ø Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- Ø Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Ø Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Ø Secure exterior doors from outside access.
- Ø When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Ø Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Ø Identify media staging area, if appropriate. Implement a hotline for parents.
- Ø Account for students as they are evacuated.
- Ø Provide recovery counseling for students and staff.

STAFF ACTIONS:

- Ø If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Ø Alert the Principal.
- Ø Account for all students.

EMERGENCY RESPONSE

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.

PRINCIPAL ACTIONS:

- Ø Initiate **LOCKDOWN**.
- Ø Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- Ø As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Ø Keep subject in view until police or law enforcement arrives.
- Ø Take measures to keep subject away from students and building.
- Ø 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.
- Ø When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Ø Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Ø Notify the Principal. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Ø Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Ø 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.

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL ACTIONS:

- θ Keep the individual under continuous adult supervision.
- θ Keep the individual on campus until parent/guardian has been notified.
- θ Arrange appropriate support services for necessary care of individual.
- θ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- θ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- θ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- θ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- θ Develop a safety plan prior to the student's return to school.
- θ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- θ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- θ Notify Principal.
- θ Notify school nurse, school psychologist, counselor or social worker.
- θ Protect individual from injury.

PRINCIPAL ACTIONS:

- θ Verify information with the source of the abduction report.
- θ Contact law enforcement (call 911) for assistance.
- θ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- θ Provide suspect information to the police, if known.
- θ Contact the parents/guardian of the student involved and establish a communication plan with them.
- θ Obtain the best possible witness information.
- θ Conduct a thorough search of the school/campus/bus.
- θ Relay current information to police, parents and essential school staff.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- θ Provide the key contact with access to school records.
- θ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- θ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- θ Notify principal, providing essential details:
 - Name and description of the student
 - Description of the suspect
 - Vehicle information
- θ Move students away from the area of abduction.

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal.

PRINCIPAL ACTIONS:

- Ø Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller’s name and phone number
- Do not hang up until advised to do so by dispatcher.
- Ø Assign staff member to meet rescue service and show medical responder where the injured person is.
- Ø Assemble emergency care and contact information of victim
- Ø Monitor medical status of victim, even if he or she is transported to the hospital.
- Ø Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Ø Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Ø Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care

STAFF ACTIONS:

- Ø Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Ø Notify Principal.
- Ø Stay calm. Keep individual warm with a coat or blanket.
- Ø Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Ø Do not give the individual anything to eat or drink.

EMERGENCY RESPONSE

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL ACTIONS:

- Ø Call 911 and explain the situation.
- Ø Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Ø Conduct an immediate search of the school campus/bus, as appropriate.
- Ø Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Ø Notify parents/guardians if the student is not found promptly.
- Ø If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Ø Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Ø Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Ø Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Ø Advise law enforcement dispatcher of the staff member key contact's name and number.
- Ø If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Ø Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Ø Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- Ø When the child is found, contact all appropriate parties as soon as possible.
- Ø Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Ø Confirm that student attended school that day. Notify Principal.
- Ø Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Ø Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Ø Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the principal /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

PRINCIPAL ACTIONS:

- θ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- θ Insure that students and staff members who are ill stay home.
- θ Send sick students and staff home from school immediately.
- θ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- θ Monitor bulletins and alerts from the Department of Health and Human Services.
- θ Keep staff informed of developing issues.
- θ Assist the Department of Health and Human Services in monitoring outbreaks.
- θ Respond to media inquiries regarding school attendance status.
- θ Implement online education, if necessary, so that students can stay home.
- θ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- θ Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- θ Practice “respiratory hygiene etiquette”.
- θ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- θ Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL ACTIONS:

- Ø Call 911.
- Ø Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Ø Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Ø Provide list of potentially affected students and staff to responding authorities.
- Ø Provide staff with information on possible poisonous materials in the building.
- Ø Confer with Department of Health and Human Services before the resumption of normal school activities.
- Ø Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Ø Notify Principal.
- Ø Call the Poison Center Hotline 1-800-222-1222.
- Ø Administer first aid as directed by poison information center.
- Ø Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Ø Keep poisonous materials in a locked and secure location.
- Ø Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Ø Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

EMERGENCY RESPONSE PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL ACTIONS:

- θ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- θ Contact local police department for the school's jurisdiction and advise them of the situation.
- θ Notify staff of the planned demonstration.
- θ Develop an information letter to parents.
- θ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- θ Designate a staff member to handle incoming calls during the demonstration.
- θ Establish areas where demonstrators can set up without affecting the operation of the school
- θ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- θ Do not allow students to be interviewed by the media or join in the demonstration

EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL ACTIONS:

- θ Call 911 if the assault is physical.
- θ Close off the area to everyone.
- θ Assign a counselor/staff member to remain with the victim.
- θ Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- θ Notify victim's family.
- θ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- θ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- θ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- θ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- θ Determine if immediate medical attention is needed. If so, call 911.
- θ Isolate the victim from activity related to the incident.
- θ Avoid asking any questions except to obtain a description of the perpetrator.

EMERGENCY RESPONSE

SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL ACTIONS:

- Ø Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Ø Report to site by 6 a.m. to check for power outages, flooding, etc.
- Ø Determine whether school will be closed or remain open.
- Ø Assign staff to activate staff and parent phone trees
- Ø Post school status on school website.
- Ø Notify utility companies of any break or suspected break in utility lines.
- Ø Take appropriate action to safeguard school property.
- Ø Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL ACTIONS:

- Ø Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Ø Notify utility companies of any break or suspected break in utility lines.
- Ø Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Ø Take appropriate action to safeguard school property.
- Ø Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Ø Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Ø Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Ø Take attendance. Report any missing students to Principal.
- Ø Close all blinds and curtains.
- Ø Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Ø Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- θ In a violent situation, immediately notify the first available adult.
- θ Do not retaliate or take unnecessary chances.
- θ Move away from the area of agitation.
- θ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- θ Stay calm and reassure fellow students.
- θ Assist teachers and staff in accounting for students.
- θ Share all relevant information with law enforcement, teachers, and school staff.
- θ Follow directions from school administrator or law enforcement directions about where to go.
- θ Do not speculate to others or perpetuate rumors.

PRINCIPAL ACTIONS:

- θ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- θ Control student ingress and egress from campus.
- θ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- θ If disruption is non-violent, notify school resource officer or school education officer.
- θ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- θ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- θ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Handbook.
- θ Notify parents about the incident, as appropriate.
- θ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL ACTIONS:

- θ Call ambulance in event of overdose or injury requiring medical attention.
- θ Call 911 if immediate threat exists to the safety of the student or others.
- θ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Cancel all outside activities.
- θ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- θ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- θ Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- θ Inform the Principal of what was written, drawn, spoken and/or threatened.
- θ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- θ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- θ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL ACTIONS:

- θ Call 911.
- θ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- θ Prevent others from coming into the area.
- θ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- θ If powder spills out, shut the ventilation system, heating system, or air.
- θ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- θ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- θ Do not open package. Do not pass it around to show it to other people.
- θ Do not bend, squeeze, shake or drop package.
- θ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- θ Leave the room promptly and prevent anyone from entering.
- θ Notify Principal.

STAFF ACTIONS if package is leaking:

- θ Do not sniff, touch, taste, or look closely at the spilled contents.
- θ Do *not* clean up the powder.
- θ Put the package on a stable surface.
- θ Leave the room promptly and prevent anyone from entering.
- θ Wash hands thoroughly with soap and water.
- θ Notify Principal.

Thorough crisis planning will carry the school a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL ACTIONS:

- θ Move students to closest suitable shelter.
- θ If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.
- θ Instruct students to DUCK AND COVER.

These are actions to take when the Homeland Security Advisory System risk is set at “Threat Level Red”, specific to the community.

During school hours

PRINCIPAL ACTIONS:

- θ Listen to radio and TV for current information and instructions.
- θ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- θ Continue to monitor media for specific situation.
- θ Be alert and immediately report suspicious activity to proper authorities.
- θ If circumstances and time allow, move students to closest suitable shelter.
Location: _____
Procedure for movement to shelter: _____
- θ If moving students is not advisable, remain in building as place of shelter.
- θ Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- θ Require identification check for anyone entering school other than students, staff and faculty.
- θ Escort visitors to location in school building.

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 1. High violence potential qualifies for arrest or hospitalization.
 2. Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- ∅ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- ∅ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- ∅ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- ∅ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ∅ Facilitate a meeting with student(s) and family to review expectations.
- ∅ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- ∅ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- ∅ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- ∅ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- ∅ Remain with students until **ALL CLEAR** is given.

EMERGENCY RESPONSE

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL:

- Ø Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- Ø Determine length of time service will be interrupted.
- Ø Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- Ø If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Ø Use messengers with oral or written word as an alternate means of faculty notification.
- Ø Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: While supervised, divert students to adult restroom. Supervisors will ensure no adults are in restrooms while students are using them. If all toilets in the building are down, families will be contacted to pick up children.

Drinking Water: Use of water in emergency bins

Food Service: Working with the food service provider, order food from an outside vendor/restaurant.

Fire Suppression: Call the fire department. Follow fire department's directive for student and staff safety.

Other: _____

B. Plan for Loss of Electricity

Ventilation: Evacuate the building _____

Emergency Light: Emergency lights are plugged into outlets in all rooms. In concert with staff mobile devices these lights will be used as guidance as the building is evacuated.

Computers: Notify IT Team. Staff will not use computers until directed to do so by IT team.

Other: _____

C. Plan for Loss of Natural Gas

Heat: Call the HVAC vendor. Administration will make a situational decision about evacuation based on weather and temperature at the time

Food Service: If the food is impacted, work with the food service provider to order food from an outside vendor/restaurant.

Other: _____

C. Suspension & Expulsion Policy & Procedures

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students served by Volunteers of America Community Education and Development Corporation (“CEDC”), which operates Ballington Academy for the Arts and Sciences in El Centro and Ballington Academy for the Arts and Sciences - San Bernardino, collectively Ballington Academy of Arts & Sciences (“BAAS”). In creating this policy, CEDC has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

Compliance with the procedures set forth in this charter regarding student discipline shall be the only process for BAAS to either temporarily or permanently involuntarily dismiss, remove, or otherwise exclude a student who attends BAAS from further attendance at BAAS for any reason. If any other document, handbook, or policy adopted by the Charter School conflicts with the charter, the procedures and policies set forth in the charter shall prevail as long as they do not conflict with changes in state or federal law. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

BAAS shall make efforts to develop alternative strategies for addressing student behavior to prevent the need for suspensions and expulsions, while ensuring the safety of all students, staff, and families at BAAS. Students who enroll in BAAS will be given a School Handbook with all pertinent information, including the Suspension and Expulsion Policy. Expectations for students regarding attendance, mutual respect, work habits, safety, violence, and substance abuse will be clearly described. BAAS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Any student who engages in repeated violations of BAAS's behavioral expectations may be required to attend a meeting with the Principal, the classroom educator, and the student's parent or guardian. The group will discuss strategies that have been tried and collaboratively create a specific written agreement, outlining expectations for future student conduct. A support plan to assist the student, timelines, and consequences for failure to meet the expectations will also be provided.

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

The Charter School's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal and state law regarding students with exceptional needs. Please note a full set of BAAS's discipline policies and procedures and a copy of the School Handbook is available upon request.

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

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

Procedures

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school;

c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

II. Enumerated Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-

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

16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 and 5, inclusive.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 and 5, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which

would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph i. above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil

other than the pupil who created the false profile.

(c) An act of cyber sexual bullying.

(i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.A.1-2).

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

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

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess

- the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandishing a knife at another person.
 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
- C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except self-defense.
 3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 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. This section does not prohibit the use of his or her own prescription products by a pupil.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 13. 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.

14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 5, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph. above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

- (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (c) An act of cyber sexual bullying.
 - (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.C.1-2).
22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

1. Possessed, sold, or otherwise furnished any firearm, explosive, or destructive 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.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

Upon the notification by staff that a student may have violated a disciplinary policy that may require suspension, the Principal or the Principal's designee shall investigate the incident. The student shall be provided an opportunity to provide either a written or oral statement to the effect. Witnesses, if available, shall also either provide a written or oral statement to the incident. After the investigation is completed, the Principal or the Principal's designee shall inform the student whether he or she will be suspended, the rule that was violated, and the length of the suspension.

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

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

At the conference, the parent/guardian shall be informed of the reason for the disciplinary action and the evidence against his or her student and shall be given the opportunity to listen to the version and evidence provided by his or her student in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/ Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with

the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student shall be given the opportunity to complete all missing assignments during this suspension.

4. Homework Assignments During Suspension

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

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

IV. Authority to Expel

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

A student may be expelled by the neutral and impartial Administrative Panel following a hearing before it. The Administrative Panel shall be assigned by the Board of Directors as needed, and shall consist of at least three members who are certificated and neither a educator of the pupil nor a member of the CEDC Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense. Upon appeal by the guardian/parent of the Administrative Panel's decision to expel, the Board of Directors will hear the appeal.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall

be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

An Administrative Panel will hear the case and determine whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these

sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or

committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The Administrative Panel makes the determination regarding the expulsion and shall include written findings of fact. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the student's name and the specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

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

K. Right to Appeal

The pupil and parents/guardians may appeal an expulsion decision by the Administrative Panel to the Board of Directors. The Board's decision shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work

cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Educators

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

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

1. Notification of the District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and

receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

D. Procedures for Notifying Teachers of Dangerous Pupils

Education Code section 49079 provides that the teacher must be notified “of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.”

The Principal or their designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon records maintained by Ballington Academy in the ordinary course of business or records received from a law enforcement agency.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Principal or their designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former school and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

The Principal or their designee shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The Principal or their designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.

E. Discrimination & Harassment Policy

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Volunteers of American Community Education and Development Corporation ("VOA CEDC"), which operates Ballington Academy for the Arts and Sciences – San Bernardino ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by applicable law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom the Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator
("Coordinator"):

BAAS - San Bernardino:
Shannon Brandner, Principal
Phone: (909) 332-6699
Email: sbrandner@voa-swcal.org
Address: 799 E Rialto Ave.,
San Bernardino, CA 92408

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults.
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

The Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

The Charter School 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.

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

2. Education

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

The Charter School 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.

The Charter School'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.

The Charter School informs Charter School 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

The Charter School 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 Charter School employees who have regular interaction with pupils.

The Charter School 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

The Charter School also informs certificated employees about the groups of students determined by the Charter School, 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.

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

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

BAAS - San Bernardino:
Shannon Brandner, Principal
Phone: (909) 332-6699
Email: sbrandner@voa-swcal.org
Address: 799 E Rialto Ave.,
San Bernardino, CA 92408

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than ten (10) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than ten (10) school days, the Coordinator (or administrative designee) will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, to provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator (or administrative designee) reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When a complaint alleges unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process. The Charter School will follow its UCP policy when investigating and responding to complaints alleging harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in this Policy.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, the reporting individual may appeal the resolution to the VOA CEDC Superintendent in writing within 10 business days. The Superintendent's decision shall be final.

F. Safe Ingress and Egress

Campus Safety and Security

The charter school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and school operations team will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Safe Passage to and from School

Youngsters must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Bus Safety
- Safe Routes to School

Drop-off, pick-up, and parking procedures

Exiting and entering a car

Seat belt law use

Responsibility of Administrator

- Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Review, distribute and post “Back-to-School Safety Tips”.
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in Volunteer Crossing Guard program.
- Inform students, staff and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agency.

Traffic Patterns and Drop-Off/Pick-Up Points

The charter school has developed protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

Responsibility of Principal

- Principal is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- All designated drop-off/pick-up points are safe and at “curbside.”

- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any bus loading and unloading areas.

Releasing Students

BAAS school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal before releasing the student.

Include maps, diagrams and schedules as outlined in the example below.

Example:

The following maps and materials outline the procedures for safe ingress and egress from the Charter School facility. Items marked with an * are considered to be “tactical information” that can be withheld from the public view version of the plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.
2. *A map indicating the supervision postings during arrival and dismissal from school.
3. *A map and supervision schedule outlining supervision posts during school hours.
4. *A description of the procedures required for campus access by visitors including any measures to ensure that visitor badges are not counterfeited.
5. A description of the procedures required for campus access by visitors (excluding the security measures considered to be tactical information).

G. Safe and Orderly Environment

Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, nurturing, and nondiscriminatory educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students, among staff and between students and staff.

All staff is expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyber bullying, harassment of students and staff, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

Visitation Policy

While the Governing Board encourages parents/guardians and interested members of the community to visit the school and view the educational program, BAAS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, BAAS has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a classroom teacher shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a certificated employee.
2. A volunteer shall also have on file with BAAS a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the BAAS Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

3. Volunteering must be arranged with the classroom teacher and Program Manager or designee, at least forty-eight (48) hours in advance.
4. A volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. This Policy does not authorize BAAS to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and Program Manager or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Program Manager or designee.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Program Manager or designee may design a visible means of identification for visitors while on school premises.
3. Except for unusual circumstances, approved by the Program Manager, BAAS visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per year.
4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted,

- and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Program Manager's written permission.
5. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
 6. The Program Manager, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
 7. The Program Manager or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt BAAS's orderly operation. If consent is withdrawn by someone other than the Program Manager, the Program Manager may reinstate consent for the visitor if the Program Manager believes that the person's presence will not constitute a disruption or substantial and material threat to BAAS's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
 8. The Program Manager or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Program Manager or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
 9. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Program Manager. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Program Manager with fourteen (14) days of the denial or revocation of consent. The Program Manager shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Program Manager shall be held within seven (7) days after the Program Manager receives the request. If no resolution can be agreed upon, the Program Manager shall forward notice of the complaint to the BAAS Board of Directors. The BAAS Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
 10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Program Manager or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
 11. The Program Manager or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to BAAS's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Appendix: Procedures for Conducting Tactical Responses to Criminal Incidents



Tactical Responses to Active Shooter Incident

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Purpose

The purpose of this Appendix is to provide a standardized, tactical response plan to a threat posed by an active shooter at Ballington Academy of Arts and Sciences – San Bernardino Charter School. These procedures were informed by the Active Shooter Awareness Guidance (2016) from the Governor’s Office of Emergency Services (OES) and relevant principals from the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

Overview

School emergency management is based on the fundamental principle that it is up to the administrative staff at each school site to know what to do in an emergency to protect themselves and their charges. In an Active Assailant incident, it is up to the school staff to know how to incorporate this response into their emergency planning. Law enforcement will respond quickly and effectively to a school Active Assailant incident, but it is incumbent upon school administration and staff to plan and train to keep students, faculty, and visitors safe during the time police are responding. The average law enforcement response time nationally to a 911 call is 3-9 minutes, so charter schools should respond immediately to implement these tactical responses and not rely solely on local law enforcement response.

Training and tactical response to an Active Assailant incident differs from a traditional lockdown where the threat is outside of the campus. Studies of recent Active Assailant incidents in both schools and in the public domain have shown a shift in the mindset of these types of criminals. Most often, the Assailant(s) have already decided they will not live through the incident before they arrive at their target. Studies have also shown that the Assailant(s) will keep causing harm and injury until some type of resistance is offered, either by police or private persons. This is a difficult concept to comprehend and plan for using traditional methods. Planning, training, and discussions dealing with school safety need to focus the new concept of threat posed to schools by this type of Assailant.

The mindset of the Active Assailant can be equated to the “Terrorist Mindset.” Review of most recent Active Assailant incidents have shown the assailant had predetermined “Natural Target Selection,” a pre-determined plan to carry out the attacks, availability of weapons beforehand, and suicidal ideation moving with fluidity between homicidal and suicidal acts. Simply put, the Assailant knew beforehand that they would not survive the attack once they carried it out. This level of commitment to a deadly cause, and the non-conventional mindset not typically dealt with in response to other violent incidents in schools, calls for a non-traditional response to the Active Assailant threat. School Active Assailant response planning and training must differentiate between this threat and conventional threats to school safety.

Persons of authority are often targeted early in an Active Assailant incident in order to cause more confusion and disrupt the response to the threat. An important concept of school Active Assailant training is the principal or principal designee in charge of the school at the time of the incident must take steps to ensure their own safety at the first sign of a threat in order effectively run the incident. School staff members must also be given the power to make their own response decisions under certain circumstances based on real time observations of threats they are facing. This type of autonomous action must be sanctioned from above and discussed during training. *Lockdown Alternatives* may be used by staff members during an Active Assailant incident, but this area must be discussed during training.

Effective communication with law enforcement is of paramount importance in an Active Assailant incident. Every school staff member should know they have the authority and

permission to call 911 during an Active Assailant incident. A delay in notification to police equals a delay in emergency response that can cause casualties. The following communication procedures should be discussed with school staff:

- Who can call 911 and under what circumstances. Anyone witnessing an incident should be authorized to call 911 as soon as it is safe to do so.
- What is the procedure for dialing 911 from a school phone (9-911 or 911 direct)? School phones should be checked and the proper procedure should be posted on all phones.
- Where are cell phone 911 calls routed through? Cell phone 911 calls made in California go directly to the California Highway Patrol dispatch center and are then routed to the proper agency. The caller should be prepared to give the address or location of the incident immediately when calling 911.
- What information should be given to police dispatch? Knowing the street address of the school is important as it will save the public safety dispatcher time in looking it up based on the school name. They will then be able to forward the call to the proper agency. Saving seconds can save lives, so this basic information is important. The recommended best practice is placing the school name and street address in all classrooms and offices.
- Remain on the phone with police if asked to do so and it can be safely done. Updated information can be crucial.
- Police will need to know where at the school they can respond to gain entry. If all exterior doors are locked police will need to know how to gain access.

Effective communication between the Principal or designee running the incident response and staff members is also critical. At least three redundant means of communication should be identified and all should be used in practice drills to ensure effective communication should an Active Assailant incident occur.

Community Profile

BAAS is an independent charter school located in the City of San Bernardino, California. BAAS operates under a charter petition granted by the San Bernardino Unified School District. BAAS Charter School has its own Board of Trustees independent from the San Bernardino Unified School District and the school's administration is responsible for their own emergency response planning and training. Communications with the San Bernardino Unified School District should be done as soon as it is safe to do so should an Active Assailant or Lockdown incident occur at the Charter School.

The San Bernardino Police Department would be the primary law enforcement agency responding to an Active Assailant incident at the Charter School. Assisting agencies would be the local County Sheriff's Department and the California Highway Patrol. Hospitals with trauma care and medical transport for any student or staff member injured in an Active Assailant incident at the Charter School are readily available if needed.

Definitions

- **Access and Functional Need (AFN):** Individuals who are or have:
 - Physical, developmental or intellectual disabilities
 - Chronic conditions or injuries
 - Limited English proficiency

- Older adults
 - Children
 - Low income, homeless and/or transportation disadvantaged (i.e., dependent on public transit)
 - Pregnant women
- **Active Assailant/Shooter:** An individual *actively engaged* in killing or attempting to kill people in a confined area. Although firearms are most often used in these incidents, the Assailant may be armed with any type of weapon that could cause death or serious injury.
 - **Lockdown:** A lockdown is used when there is a direct and imminent threat to the school and is best described as, “*locks-lights-out of sight.*” A full lockdown requires all movement outside of locked rooms to cease. Exterior doors are locked, window coverings are drawn, students and staff are moved away from windows and are encouraged to hide behind furniture if possible. No one enters or exits the school and this condition is maintained until the all clear signal is given by the principal or designee. A full lockdown is the best practice first response for schools in an Active Assailant incident.
 - **Lockout:** A lockout is a modified form of a lockdown and used when the threat to the school is outside the school grounds and not an immediate safety concern. This response *should not* be utilized in an Active Assailant incident.
 - **Self-Evacuation:** A staff member, parent volunteer, or even a student may see an opportunity to move themselves and others out of harm’s way to a safer location in the face of imminent danger from the Assailant. This differs from planned evacuations used in other areas of emergency response, since the concept can be discussed in training but the actual evacuation is situational based on the location of the threat.
 - **Lockdown Enhancements:** Any system or device that can be used to enhance the structural security of a door to delay or deter the Assailant from making entry into a room. Pre-planning during the Protection, Prevention, and Mitigation phases of the response plan is the best practice. Only approved door security devices that can be opened from the outside by law enforcement should be considered for use at the facility.
 - **Lockdown Alternatives:** Any action other than traditional lockdown that is taken based on real time information and evaluation of the threat level and designed to save lives. Alternatives can be anything from moving away from the threat if safe to do so, moving to a safer and more secure area than the one originally used for the initial lockdown, or taking action against the Assailant to end the attack if a person decides to do so.
 - **Run-Hide-Fight:** Cal OES recommends *Run-Hide-Fight* as the principal tactical response to a an Armed Assailant. The concept is *Run* to a safer location, *Hide* and lockdown in a safe and secure location, or *Fight* back against the Assailant using whatever means available as a last resort if the lockdown room is breached.
 - **Safe Room:** An interior room that can be more easily and effectively secured than a classroom or larger room in a school. As an example, a library with glass walls and doors is virtually impossible to secure, but there may be interior rooms offering more security that occupants can lock down in. Use of door security enhancements devices, (See

lockdown enhancements), shatterproof window coatings, and installation of communication devices are recommendations for safe rooms.

- **Single Point of Entry:** The recommended best practice is to have one monitored point of entry while school is in session and all other exterior doors and gates remain locked. This method is a deterrent to unwanted intruders.
- **Hazard and Vulnerability Assessment:** Identification of areas of the school vulnerable to threats.
- **Target Hardening:** Eliminating areas of vulnerability to make the school safer.
- **System of Accountability:** Systems for accounting for students and staff members during an emergency incident should be in place. This is especially important during an Active Assailant incident, as injured or missing students or staff members must be identified as soon as possible. There is no single correct method to obtain accountability, but this should be worked into all emergency drills. Students and staff members should be accounted for each time they are moved to a different location. Injured or missing persons should be reported to the Incident Commander as soon as possible.

Background

While Active Assailant incidents occur in schools without warning, advanced planning and training will mitigate the likelihood of occurrence and limit collateral injuries should an attack occur. A controlled response to a rapidly changing and violent incident is the result of both proper planning and training to the plan. The following five *Mission Areas* of emergency management should be addressed in planning and training for Active Assailant incidents:

1. Prevention

- Crime Prevention Through Environmental Design (CPTED) should be utilized when assessing school sites. Limit access to the school and use a monitored single point of entry.
- Training of staff and students to be vigilant of suspicious persons and aware of their surroundings.
- Develop Violent Behavior Risk Assessment protocols for early identification and intervention into potential violent student behaviors.
- Develop an anonymous reporting tool and train students in its usage so suspicious student behavior can be reported.

2. Protection

- Identity verification should be used to keep outsiders off campus. Student and staff identification should be worn in a manner that is visible and approved visitors should be issued visitor identification badges after their identity is verified at the school's point of entry.
- Physical protection such as effective door locks that can be locked from the inside without opening the door, door and window security enhancement, fencing with locked gates, video systems, and the creation of safe rooms will decrease the likelihood of an Active Assailant causing injury at a school site.

- Training of students and staff in what their roles during an Active Assailant incident is crucial to the protection of human lives should an attack occur. Emergency service and medical personnel should be included to some degree in this training.
- Physical security and/or School Resource Officers should be considered at all school sites if possible. High visibility is an excellent deterrent that will aid in protecting schools.

3. Mitigation

- Community planning integrating local emergency service first responders.
- Hazard and Vulnerability Assessments and Risk Management at all school sites to identify and rectify long term vulnerabilities.

4. Response

- The integration of prior planning and training into an actual incident to limit injury and maintain safety. Lockdown, or Lockdown Alternatives such as Run-Hide-Fight are the desired initial tactical responses.
- Establish communications with district offices. Set up the Joint Information System through the district Public Information Officer, who will then put the parental communications plan in place.
- Obtain accountability for all students and staff members as soon as it is safe to do so. Report any injured or missing students or staff members immediately to the Incident Commander.
- Working with first responders to culminate the incident as safely as possible.

5. Recovery

- Implementation of the Student/Parental Reunification Plan.
- Communicate all post-incident activities with the District Office. The Public Information Officer will work with responding agency PIO's through the Joint Information System to ensure release of factual information.
- Economic recovery and return to normalcy are important aspects of post-incident recovery. Activation of the Charter School Continuity of Operations Plan (COOP) may be required post-incident.

Tactical Response Procedures

When an Active Assailant is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (Evacuate)

The absolute best, most ideal response to an Active Assailant situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape (if possible use “buddy system”);
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- Evacuation planning. Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.
- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.
- Situational awareness. Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- Cross-training. Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is

the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization's emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a "buddy system" with colleagues. "Buddies" should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;
- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders. When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

2. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management. Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

Law enforcement/first responders. When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;

- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

3. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

Workplace management. When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN). Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders. Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

Role of the Principal or Designee

Coordination with local law enforcement and first responders is of paramount importance both during and after an Active Assailant incident. The Principal should not respond to the scene of an Active Assailant incident at the Charter School if not already on site, as he/she would in all probability not be able to get through law enforcement perimeters. The Principal should instead mobilize the support systems from offsite and prepare to assist by supporting site operations. Local law enforcement will have supplies and support systems that may be needed for logistical support of the incident. The Principal may decide to respond to the school as soon as it is safe to do so, but continued communication with the District Office will assist in post-incident operations.

If the Principal is on scene at the Charter School during an Active Assailant or Lockdown incident, the decision should be made whether he/she runs the incident, or supplies support to the school principal running the incident. Communications with Board members, and site administration, and approval of all release of information will be some of the responsibilities of

the Principal, so the recommended response is to support the principal running the incident. The Principal should consider the following actions during an Active Assailant incident:

- Communicate with or respond to the San Bernardino Unified School District Emergency Operations Center (EOC) if it is activated. Requests for buses or any other logistical support would go through the district office or district EOC.
- Obtain as much information as possible and brief EOC staff or District Principal. Establish immediate goals and objectives for supporting the incident. Ensure the Board of Trustees is briefed, but it is recommended they are not included in EOC operations or response to the school.
- Ensure busses and drivers are placed on stand-by in case they are needed for off-site evacuation and reunification. Additional support personnel should also be placed on stand-by as they may be needed to assist at the scene post-incident. It is recommended that another Principal be available to respond to the effected school when it is safe to do so to provide support and assistance to the on-scene Principal or designee who has just been through a traumatic incident.
- Select a site for off-site reunification if necessary. Another public school site is recommended if possible.
- Activate the Public Information Officer (PIO) position at the school to coordinate with the District PIO. Institute the Joint Information System to ensure the school PIO is coordinating information with the law enforcement PIO. The District PIO or a Deputy PIO should be prepared to respond to the on-scene press staging area when it is safe to do so. Neither the Principal nor the Principal should be handling press inquiries during the incident or post-incident operations.
- Coordinate post-incident activities with the site Principal when it is safe to do so. If off-site evacuation and reunification is needed, the location of the evacuation staging area should be the decision of the Principal.
- Establish goals and objectives for continuity of operations and communicate these to the site Principal. Ensure logistical support is provided to the school through the EOC.
- Ensure parental communications are being conducted.
- Activate the Charter School Continuity of Operations Plan (COOP).

Role of the Principal or Designee During the Incident

The Principal or designee will remain in charge of the school throughout the incident in the role of Incident Commander. The Principal's actions should include the following:

- Initiate lockdown or ensure the lockdown procedure has been initiated throughout the school by another staff member. Use of plain talk is the best recommended practice.
- Call law enforcement via 911 immediately or designate a staff member to do so. Give all pertinent information to the dispatcher and ensure someone remains on the phone with the dispatcher to give updated information if it is safe to do so.
- The Principal must also go into lockdown wherever they are when the incident starts in order to maintain control of the incident.
- If possible, identify the easiest point of access for responding law enforcement and have that information relayed to dispatch.

- Establish communications with staff if possible and if safe to do so. Communications should be done using pre-established methods.
- Remain in lockdown until responding law enforcement officers advise it is safe to come out of lockdown. Law enforcement may want to check each individual classroom and search students as part of their protocol. Law enforcement will direct these operations, but it is up to the Principal to direct staff communications during this phase.

Role of the Principal Post-Incident

The entire school may be considered a crime scene after an Active Assailant incident. Law enforcement will decide if the whole school needs to be evacuated and if they will be taking over the school as an active crime scene. The Principal or designee must remain in the role of school Incident Commander in order to properly direct the school evacuation, coordinate communications with the Principal, and to activate the Student/Parental Reunification Plan if needed. The post-incident actions of the Principal or designee should include the following:

- Establish the Incident Command System as soon as it is safe to do so. Fill the ICS positions as needed, but the Principal should not attempt to run the incident alone. At a minimum, the Operations Section should be populated to run evacuation and reunification, the Logistics Section should be populated for selection of off-site reunification location and transportation if needed, a Liaison Officer should be appointed to establish school presence in the law enforcement Incident Command Post, and a school Public Information Officer (PIO) should be appointed to coordinate release of information with the District PIO.
- Establish 100% accountability of students and staff. Account for any injuries or fatalities and ensure they are being attended to by medical staff. It is best practice to accomplish this through the Operations Section.
- Establish Unified Command with the law enforcement Incident Commander. Law enforcement will run the police activities, but the Principal must remain in command of school operations post-incident. Goals and objectives of post-incident activities should be discussed between law enforcement and the Principal once the incident is stabilized.
- Set up the school Incident Command Post separate from the law enforcement Incident Command Post and away from any possible active crime scene. It is best practice not to intermingle the two Incident Command Posts as post-incident goals and objectives may differ. A liaison person from the school should be assigned to the law enforcement Incident Command Post to ensure effective communication between agencies.
- Communicate with the Principal to establish post-incident goals and objectives. All requests for logistical support should go through the Principal in coordination with the District Office. If an off-site reunification area is to be used, it is the Principal's responsibility to ensure this information is put out properly. The best practice is to put out information through both the school and law enforcement PIO's through use of the Joint Information System.
- If Student/Parental Reunification is to be done, request additional District personnel and any needed equipment or supplies are sent to the Reunification Staging Area. The goal is 100% reunification within a reasonable and realistic timeframe.

- The Principal and the Principal will coordinate to put the District Continuity of Operations Plan and any other required plans into effect upon completion of reunification and 100% incident stabilization.

Role of the School Staff During the Incident

Any member of the school staff can initiate the lockdown protocol at the first sign of an Active Assailant incident. Staff members should use any means available to announce and initiate the lockdown. Staff members should consider the following during an Active Assailant incident:

- If indoors, immediately initiate a lockdown. If the room you are in cannot be safely locked down, make the determination if students and staff can be safely moved to a more secure room or if you will lockdown in place as safely as possible.
- If staff members are supervising students in outdoor activities when the incident begins, make the determination if it is safer to move to an interior room of the school and lockdown, or have students run from the danger to an area away from the school. Running might be a better option if the threat is inside of the school, but if this option is chosen, staff members should do their best to keep students together to ensure safety and accountability.
- Once safely locked down, do not take it for granted that 911 has been called. If it is safe to use a cell phone or hardwired phone, call 911 and report the incident to emergency services. If the incident has already been reported, the dispatcher will advise of that and ask for any additional information. If a busy signal is received, it means multiple calls are being made and the system is gridlocked. If this occurs it means assistance is already on the way, but follow up calls to ensure this will not hinder police dispatch.
- Remain in the lockdown mode and do not open the doors until contact is made by law enforcement. While in the lockdown mode, keep students as sheltered as possible and consider any means available of enhancing door and window security.
- Should an Assailant make entry into the room, staff members should consider using any means available to either fight back or disrupt him/her in order to protect their students.
- If a “Red Card-Green Card” system is used by the school, ensure the appropriate color card is displayed per school policy.
- Communicate to the office staff or Incident Commander if there are any injuries or persons needing medical aid in the room.

Role of Staff Post- Incident

- Keep students together and take roll if possible. Note any students who may be missing. Once the All-Clear signal is given, follow orders and move to the evacuation staging area as a group if ordered to do so. Special needs students may need additional assistance and it is the responsibility of the staff member to ensure they get the help they need.
- If there are students or staff members in the room requiring medical aid, this information should be communicated to the law enforcement officer who is clearing the room.
- Law enforcement personnel may elect to search students and staff members as they move to the evacuation staging area. Remain compliant, keep hands in plain sight, and obey all orders given by law enforcement personnel. Ensure students do the same.

- Once in the staging area, take roll again and attempt to locate any missing students. Information on missing students should immediately be forwarded to the school Incident Command Post.
- Keep students as calm as possible and remain alert for signs of shock or any other medical problems. Summon medical attention if needed.
- Remain in the staging area and await orders from the Incident Command Post.

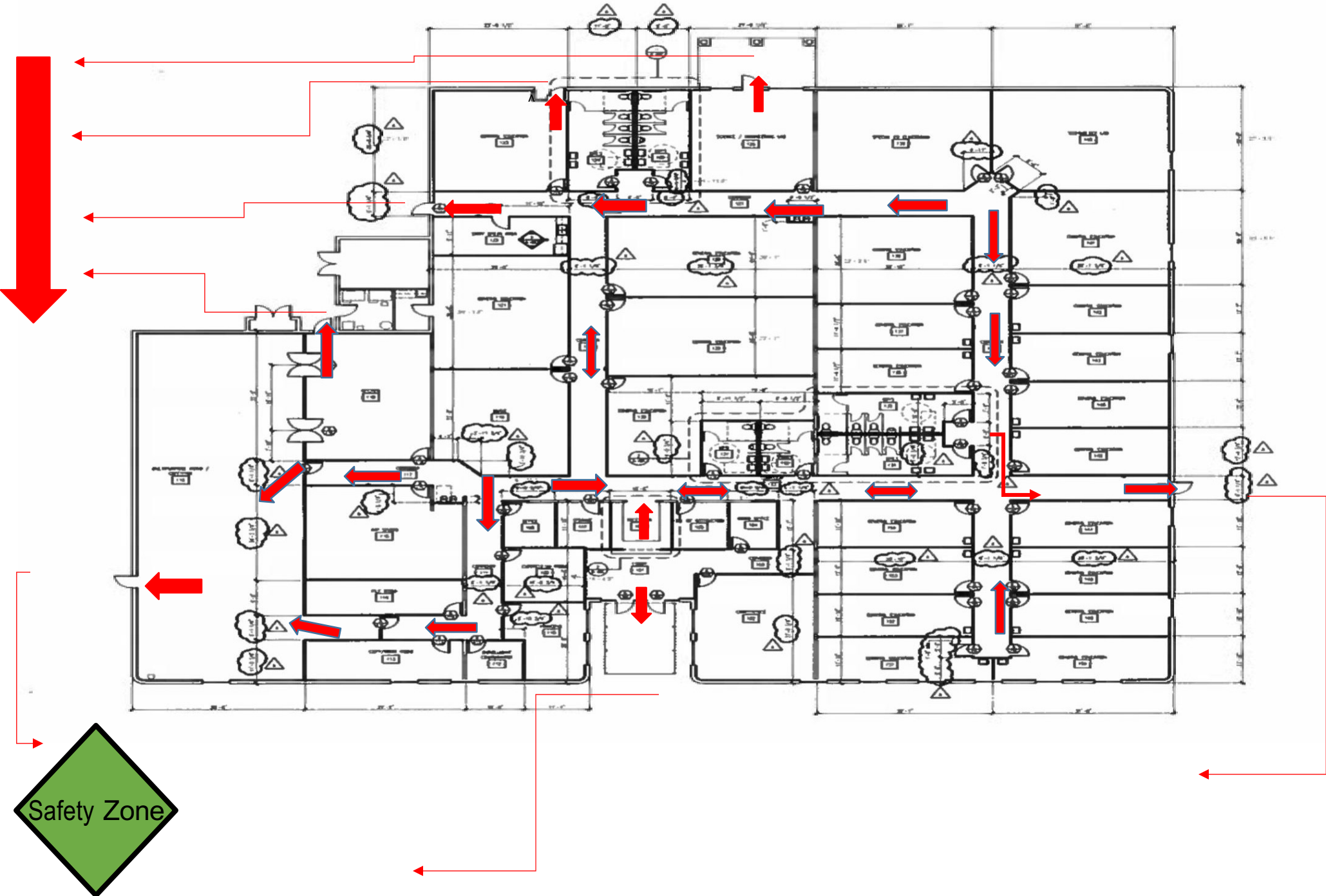
Conclusion

Active Assailant incidents have become an unfortunate reality in our public schools. By implementing the foregoing methods of preparation and training, the Charter School is seeking to better protect its students from the horror of such an incident. As with any emergency incident, training to the plan is a necessity to ensure proper tactical response by staff members and students should an Active Assailant incident occur at a school site.

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- DHS Report “How to Respond to An Active Shooter” (2008).
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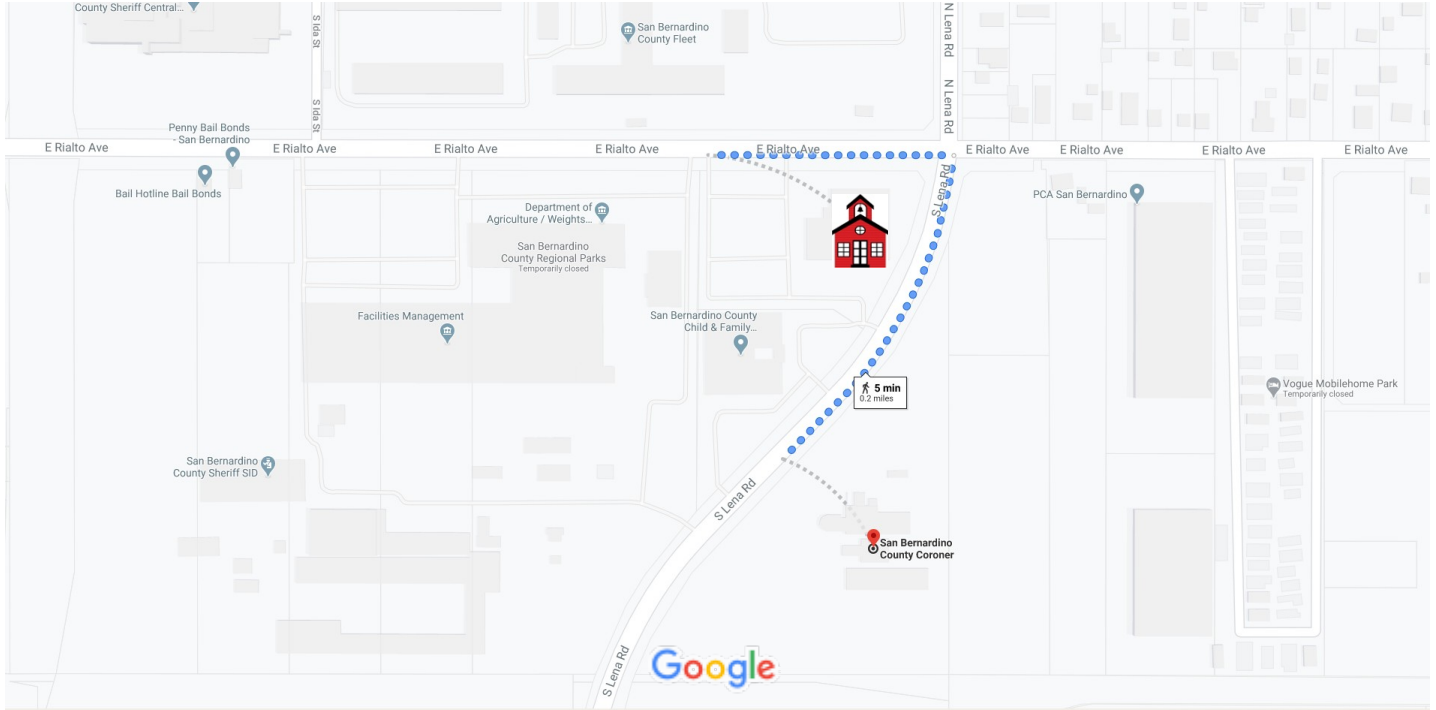
Volunteers of America/Ballington Academy Emergency Exit Map





799 E Rialto Ave to San Bernardino County Coroner

Walk 0.2 mile, 5 min



Map data ©2020 Google 100 ft

San Bernardino County Coroner
175 S. Lena Rd
San Bernardino, CA 92408

Evacuation Location