Safe School Plan

2021-22

Contact Information:
Justin Shahbaz, Principal
1700 W. 46th Street
Los Angeles, CA 90062
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General School Information
A.  School Profile
The mission of Russell Westbrook Why Not? Middle School is to provide an outstanding public education in South LA that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.

Current enrollment: 165 students from August 18, 2020 to June 11, 2021
Total Staff (teaching and support): 26

B.  Safe School Mission & Vision
At LA’s Promise Charter Middle School, we will provide a safe and secure environment that provides students with a quality education to help eliminate inequality. The school will inspire the next generation of leaders who will attain the 21st century skills they need to navigate the world. Our students will become agents of change, advocating for themselves and their communities.

Our vision is to transform education in South Los Angeles and become a safe hub that graduates all students prepared for healthy and successful lives, thereby radically improving the future of an entire community. We are committed to ensuring that every child receives an excellent education at our school.

C.  Description of School Facilities
The campus is co-located at Barack Obama Global Preparatory, a LAUSD campus, through the Proposition 39 process. Visitors are required to sign in at the office before visiting any of the classrooms.

| 1700 W. 46th Street: Campus Description |
|-------------------------------|----------------|
| Year Built                    | 2010s          |
| Square Footage used by School | 15,300         |
| Number of Permanent Classrooms| 11             |
| Administration Offices        | 1              |
| Staff restroom                | 2              |
| Number of Student Restrooms   | 4              |
|                               | 2 Boys & 2 Girls|
### D. Personal Characteristics of Students and Staff

#### Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>68</td>
</tr>
<tr>
<td>African American</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>0.6</td>
</tr>
<tr>
<td>Unclassified</td>
<td>1.4</td>
</tr>
</tbody>
</table>

#### Staff Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>54.5</td>
</tr>
<tr>
<td>African American</td>
<td>13.6</td>
</tr>
<tr>
<td>Caucasian</td>
<td>18.2</td>
</tr>
<tr>
<td>Asian</td>
<td>4.5</td>
</tr>
<tr>
<td>Multiple Races</td>
<td>9.2</td>
</tr>
</tbody>
</table>

### Safe School Reports

**A. School Crime Status/Survey Results**

Russell Westbrook Why Not? Middle School does not experience high incidents of crime on campus or during school-related functions. There are no known safety hazards on campus or nearby at this time. The school closed down and instituted Distance Learning in March 2020 due COVID-19.

*2019-20 Panorama School Survey Results - Administered May 2020*
<table>
<thead>
<tr>
<th>Measure</th>
<th>17-18</th>
<th>18-19</th>
<th>19-20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>ATT: 95%</td>
<td>ATT: 94%</td>
<td>ENG: 66% AT: 93%</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td>3%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Academic Data**</td>
<td>16% ELA proficiency; 9% Math proficiency</td>
<td>15% ELA proficiency; 8% Math proficiency</td>
<td>11% ELA proficiency; 18% Math proficiency***</td>
</tr>
</tbody>
</table>

* for the SY2019-20, LAPF adopted measures of engagement, rather than attendance due to COVID

** Year-end CAASPP Results, but 2019-20 CAASPP suspended due to Distance Learning

*** NWEA Data

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Safe School Needs Assessment
- Stakeholder input
- District input

(1) 2020-21 Safe School Needs Assessment

**What are Needs of School, Staff, and Students?**

Assure a Safe Physical Environment
<table>
<thead>
<tr>
<th>Improve safety of school grounds</th>
<th>Improve ingress/egress routes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve safety of buildings/classrooms</td>
<td>Improve safety of field/equipment</td>
</tr>
<tr>
<td>Improve internal security</td>
<td>Prepare students and staff for crisis emergencies</td>
</tr>
<tr>
<td>Improve exterior and/or perimeter security</td>
<td>Prevent and reduce vandalism and graffiti</td>
</tr>
<tr>
<td>Improve dropping off/picking up students</td>
<td>Prevent weapons on campus</td>
</tr>
<tr>
<td>Other: Build systems for online safety for distance learning</td>
<td></td>
</tr>
</tbody>
</table>

**Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:**

| X Community service opportunities | X Problem solving skills |
| X Parent involvement | X Autonomy (sense of self/identity) |
| X Alternatives to violence | X Sense of purpose and future |
| X Good Communication skills | X Participation in academic activities |
| X Character/value education | X High academic self-expectations |
| X Social competence | Other: |

**Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:**

| Positive structure in classroom | X Prevention and intervention strategies |
| X Fair, consistent discipline and consequences | X Anti-bullying/hazing |
| Acceptance of diversity | X Ongoing staff development |
| X Drug-Free school | X Attendance enhancement |
| X Character/values education | Gang suppression |
| X Parent Involvement | Effective teacher/student relationships |
| X Nurture positive self-esteem | Suicide prevention/response plans |
### Evaluation of 2020-21 Action Plans/Goals

#### Component 1: People and Programs – Improve current school wide PBIS/Discipline Procedures

<table>
<thead>
<tr>
<th>Were Objectives met?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.1- Assign a space for students to decompress. This could be a meditation planning/reflection Room. This objective was met during Distance Learning. Our teachers regularly make use of breakout and waiting rooms to allow students decompression time if necessary.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.2- Continue Professional Development around PBIS. Professional development in Crisis Prevention Instruction. This objective was met. The school created a system including forms (Minor Incident Report, Continuum of Procedures for Discouraging Behavior violations, &amp; PBIS Flow Chart) for PBIS/discipline and related procedures and has a standing monthly PBIS PD.</td>
<td></td>
</tr>
<tr>
<td>Objective 1.3- Continue developing leadership skills of the HOWL Squad This objective was met. HOWL Squad has been recruited and features regularly in student town halls and Wild Out Wednesdays. They get regular feedback and coaching from Ms. Pastor</td>
<td></td>
</tr>
<tr>
<td>Objective 1.4- Conduct more town hall/assemblies where PBIS training is provided to students. This objective was met. Monday Whole School meetings, and student town halls all support frequent PBIS training for students on school systems and norms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X High behavior expectations</th>
<th>X Extra-curricular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Conflict resolution skills</td>
<td>X Student recognition</td>
</tr>
<tr>
<td>X Anger Management</td>
<td>X Supervision of students across all settings</td>
</tr>
<tr>
<td>X Personal and social responsibility</td>
<td>X Student support</td>
</tr>
<tr>
<td>X Collaboration among agencies, law enforcement and judicial system</td>
<td>Other</td>
</tr>
<tr>
<td>X Participation in and collaboration of parents/students/community</td>
<td></td>
</tr>
</tbody>
</table>
| Objective 1.5- If funding allows hire staff to focus on PBIS/Restorative Justice.  
This objective was met. A part Time Social Worker hired on to help facilitate SEL initiatives and support PBIS/Restorative Justice trainings for staff and students |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify deficiencies in meeting objectives. Explain how the objectives/action plans can be strengthened.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**Component 2: Places – Improve monitoring of hallways and outside blacktop area.**

<table>
<thead>
<tr>
<th>Were Objectives met? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A, please see below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.1- Hire more campus aides to monitor the hallways. Ask for parent volunteers to monitor the hallways. <em>This objective was not met as the school has been in full distance learning for the 2020-21 school year.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.2- Create signs on which side students should walk on in the hall. <em>This objective was not met as the school has been in full distance learning for the 2020-21 school year.</em></td>
</tr>
<tr>
<td>Objective 1.3- Ask parents to engage students in games to develop rapport. Create flyer and preplanned activities with parents. Implementing a Promise Parent Lounge to engage parents and create a school community. Implementing a Family night for the schools clubs. <em>This objective was not met.</em></td>
</tr>
</tbody>
</table>
We have implemented a Promise Parent Lounge to engage parents, and there have been attempts at engaging parents through our town halls and creating a joint town hall session for families to participate in with their children, but creating this space during distance learning has proven prohibitively difficult as parent engagement has been difficult to maintain.

Objective 1.4- PD for parent volunteers/staff on how to engage students during breaks and lunch. This objective was not met as the school has been in full distance learning for the 2020-21 school year.

(3) Conclusions of 2020-21 Safe Schools Assessment

Areas of Pride and Strength: (Components 1 & 2)

1. Students have many opportunities to connect to school through Student Town Halls, Office Hours, Attendance interventions and counseling interns, and Tier II check ins by staff.
2. Stakeholders felt that the school culture greatly improved by improving student recognition.
3. Stakeholders felt that systems for monitoring and responding to student engagement in the distance learning model has been largely effective, maintaining 94% ADA and seeing gains in student participation and achievement on NWEA and LevelSet.
4. Toggling PBIS to an online model has been mostly successful, with regular activities that strengthen school cohesion, despite not being in person.

Areas to Change: (Components 1 & 2)

1. The school needs to improve parent engagement.
2. The school needs to provide staff more training in PBIS in the area of teaching academic behaviors in an online setting - building habits of interaction that are more supportive of rigorous learning.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals

The school also needs to improve on how much and how they engage with students and families. The school will continue to engage stakeholders to obtain feedback, obtain solutions and implement.

Generalized statement of goals for 2020-21

Continue to build on PBIS initiatives to further engage students both academically and socio-emotionally and begin to obtain rigorous and actionable survey data on how to increase parent engagement and efficacy both online and in “In-person”.

2021-22 Safe School Action Plans

After analyzing data, resources, and desired areas of change, Russell Westbrook Why
Not? Middle School has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. **Component 1: People and Programs**

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Create vibrant student culture where learning is prioritized</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1</strong></td>
<td>Related Activities: Teach proper crisis intervention/de-escalation protocol</td>
</tr>
<tr>
<td></td>
<td>Timeline for Implementation: Within a week of notification of return to in-person instruction</td>
</tr>
<tr>
<td><strong>Objective 1.2</strong></td>
<td>Related Activities: Continue Professional Development around PBIS. Professional development in SEL strategies that allow both academic and social learning needs to be developed.</td>
</tr>
<tr>
<td></td>
<td>Timeline for Implementation: Ongoing</td>
</tr>
<tr>
<td><strong>Objective 1.3</strong></td>
<td>Related Activities: Build capacity of Student HOWL squad to model a high level of SEL proficiency and put them in places to influence student culture.</td>
</tr>
<tr>
<td></td>
<td>Timeline for Implementation: Within 8 weeks of in-person instruction</td>
</tr>
<tr>
<td><strong>Objective 1.4</strong></td>
<td>Related Activities: Survey community needs and build engagement strategies with observable metrics for parent engagement and efficacy</td>
</tr>
<tr>
<td></td>
<td>Timeline for Implementation: Within first 5 weeks</td>
</tr>
<tr>
<td><strong>Objective 1.5</strong></td>
<td>Related Activities: If funding allows hire staff to focus on PBIS/Restorative Justice.</td>
</tr>
</tbody>
</table>
Administrators, Teachers, and Counselors

Timeline for Implementation:
Ongoing

B. Component 2: Places

**Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals**

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Create and roll out campus traffic pattern plan understood and practiced by all staff minute by minute that includes, entry, class to class, nutrition, lunch, and dismissal</th>
</tr>
</thead>
</table>
| **Objective 1.1** | Related Activities:  
Meet with the LAUSD admin to understand the bell schedule and strategize bell times that minimizes student interactions between schools for both entry, class to class, nutrition, lunch and dismissal. | **Person(s) Responsible:** Principal, Ops Team  
**Timeline for Implementation:** Prior to first day of school |
| **Objective 1.2** | Related Activities:  
With PBIS and Ops team, script out routines and procedures for the school students minute by minute that includes, entry, class to class, nutrition, lunch, and dismissal | **Person(s) Responsible:** Principal, PBIS, Ops  
**Timeline for Implementation:** Month before school starts in person |
| **Objective 1.3** | Related Activities:  
Work with the parent team to teach routines and procedures of the school. This includes students minute by minute routines (that includes, entry, class to class, nutrition, lunch, and dismissal) to parents and solicit support for parent volunteers to assist in management. | **Person(s) Responsible** Principal, Parent Coordinator  
**Timeline for Implementation:** Two weeks prior to start of school |
<table>
<thead>
<tr>
<th>Objective 1.4</th>
<th>Related Activities: Roll out routines and procedures for students minute by minute that includes, entry, class to class, nutrition, lunch, and dismissal to all students and staff and practice where appropriate.</th>
<th>Person(s) Responsible: All adult staff on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline for Implementation: First week of school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 1.5</th>
<th>Develop clear metrics to monitor and respond to campus procedures, calendar monthly meetings to identify and revise any routines that are not working.</th>
<th>Person Responsible: Principal/PBIS Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline: within first week of school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KEY DISTRICT EMERGENCY NUMBERS**

**FOR AN EMERGENCY DIAL 911**

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Justin Shahbaz 760-622-1908</td>
</tr>
<tr>
<td>School Business Operations Manager</td>
<td>Antonia Arguelles 323-702-5047</td>
</tr>
<tr>
<td>Director of Schools</td>
<td>Donna Jacobson 310-488-5441</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>Liliana Vasquez 415-676-8734</td>
</tr>
</tbody>
</table>

(1) Incident Management Personnel

**Site Administrators**
Justin Shahbaz
School Business Operations Manager
Antonia Arguelles

Office Coordinator
Seranie Ruiz

Security, Search and Rescue Team Members
Justin Shahbaz, Antonia Arguelles, & Seranie Ruiz

Medical Team Members
Justin Shahbaz, Antonia Arguelles, & Seranie Ruiz

Student Release Team Members
Antonia Arguelles & Seranie Ruiz

Student Care and Supervision Team Members
Justin Shahbaz, Antonia Arguelles, & Seranie Ruiz

(2) Emergency Telephone Numbers

<table>
<thead>
<tr>
<th>HOSPITALS</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humphrey Comprehensive</td>
<td>5850 S. Main Street</td>
<td>(323) 846 4312</td>
</tr>
<tr>
<td>Orthopedic Institute For Children</td>
<td>403 W. Adams Blvd No Angeles, CA. 90007</td>
<td>(800) 8234040</td>
</tr>
<tr>
<td>St. John Hospital</td>
<td>808 W. 58th Street</td>
<td>(323) 541 1411</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPD Precinct: Southwest Community Police Station</td>
<td>(213) 485 2582</td>
<td></td>
</tr>
<tr>
<td>Los Angeles County Fire Department Station 66</td>
<td>(213) 485 6266</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER SERVICES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Control – South LA Office</td>
<td>(888) 452-7381</td>
<td></td>
</tr>
<tr>
<td>Poison Control</td>
<td>(800) 2221222</td>
<td></td>
</tr>
<tr>
<td>L.A. County Environmental Health</td>
<td>(626) 8133380</td>
<td></td>
</tr>
<tr>
<td>L.A. County Hazardous Materials and Waste</td>
<td>(800) 2380173</td>
<td></td>
</tr>
<tr>
<td>L.A. County Public Health and Human Services</td>
<td>(213) 3517800</td>
<td></td>
</tr>
<tr>
<td>L.A. County Office of Education</td>
<td>(562) 9226111</td>
<td></td>
</tr>
<tr>
<td>L.A. County Office of Emergency Management</td>
<td>(323) 9802260</td>
<td></td>
</tr>
<tr>
<td>Los Angeles Department of Water and Power</td>
<td>(800) 342 5397</td>
<td></td>
</tr>
</tbody>
</table>
## (3) Situational Communications Plans

| 911 Calls | When placing a 911 call: give your name, school name, and school address  
|           | Give specific location of shooter, intruder, fire, hazardous material or another emergency  
|           | Indicate location of incident command post: main office on school site |
| Mass Notification to Parents | During an emergency:  
|                           | - If possible, School Business Ops Manager will send SMS text alert and/or robocall to all parents advising them on status of emergency and providing instructions for pickup of students.  
|                           | After an emergency:  
|                           | - SMS text alert and/or robocall system sends phone call to all parents with instructions for pickup |

## (4) Contingency Plans

### (a) Loss of Communication

If no telephone service:  
- Use personal cell phones  
- Use of batterypowered walkietalkie twoway radios  

If no Internet service:  
- Use personal cell phone (smart phone) to access internet via cellular tower

## (5) Incident Command Post

**1700 W. 46th Street, LA, CA 90062**

<table>
<thead>
<tr>
<th>ICS Function</th>
<th>Primary Site</th>
<th>Secondary Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Command Post</td>
<td>Main Office</td>
<td>Obama Track &amp; Field</td>
</tr>
<tr>
<td>Media Staging</td>
<td>Main Office</td>
<td>Obama Track &amp; Field</td>
</tr>
<tr>
<td>Security Team</td>
<td>Main Office</td>
<td>Obama Track &amp; Field</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Search &amp; Rescue</td>
<td>Main Office</td>
<td>Obama Track &amp; Field</td>
</tr>
<tr>
<td>Medical</td>
<td>Obama Track &amp; Field</td>
<td>Main Office</td>
</tr>
<tr>
<td>Student Care</td>
<td>Obama Track &amp; Field</td>
<td>Main Office</td>
</tr>
<tr>
<td>Student Release Area</td>
<td>Obama Track &amp; Field</td>
<td>LAUSD Reunion Gate</td>
</tr>
<tr>
<td>Emergency Vehicles</td>
<td>46th Street</td>
<td>Western Street</td>
</tr>
</tbody>
</table>

(a) **Emergency Supplies**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid Kit</td>
<td>Each Classroom (Backpack)</td>
</tr>
<tr>
<td>Lockdown Kit</td>
<td>Each Classroom (Backpack or Bucket)</td>
</tr>
</tbody>
</table>

**PREPARATION:**

**Principal & School Business Ops Manager:**

1. Update teacher Crisis Envelopes with:
   a. Emergency evacuation plan
   b. Evacuation Absence Lists
   c. Class lists to be updated each semester
   d. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Update Emergency Response Backpacks with:
a. Student lists with parent phone numbers (each semester)
b. Lists of students with special needs
c. Lists of staff members and phone numbers (cell and home)

7. Each year in the Fall, review and update emergency plan as needed.

**EMERGENCY:**
Principal, School Business Ops Manager in collaboration with Obama Global Prep Administration and Safety Team:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Main Office (Incident Command Post) with cell phone.
5. Establish communication with the District offices 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, email and/or P.A. announcements every 15 to 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.

(2) Security, Search & Rescue Team
Fire and police personnel will 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:**
Know the location of:
1. fire extinguishers
2. central cutoff for water and electricity
3. emergency supply/tool barrels

**EMERGENCY:**
1. Check in with Operations Section Leader 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.

**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 or 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.

(7) **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”.

<table>
<thead>
<tr>
<th>Buddy Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Shahbaz</td>
</tr>
<tr>
<td>Sanchez</td>
</tr>
<tr>
<td>Mar</td>
</tr>
<tr>
<td>Escoto</td>
</tr>
<tr>
<td>Harris</td>
</tr>
<tr>
<td>Rodriguez</td>
</tr>
<tr>
<td>A. Lopez</td>
</tr>
<tr>
<td>Campos</td>
</tr>
<tr>
<td>R. Lopez</td>
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</tbody>
</table>

(8) **Activity/Documentation Log**
Begin documentation of an incident at the direction of the Incident Commander

Name: __________________________
Duty/Position: __________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>CHRONOLOGICAL LISTING OF EVENTS (Factual Information)</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Absent</th>
<th>No Show / Location?</th>
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<tbody>
<tr>
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</table>
Emergency Evacuation Personnel Absence List

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

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Present @Evacuation Site</th>
<th>Absent</th>
<th>No show/location</th>
</tr>
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<tbody>
<tr>
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</table>
Student Release Sign Out Sheet
This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out students by filling in the information below. If an adult is not on the emergency card, we will not release the student, unless the parent has given explicit directions for another adult to pick up the child. In all cases, IDs are carefully checked.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Signature of Parent/Guardian</th>
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</tbody>
</table>
School Emergency Drill Report

**Fire Drill** – Every school practices this procedure once each semester.

**Earthquake Drill** – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school’s disaster plan are practiced on all LA Promise Charter School campuses.

**Lockdown Drill** – At least once a year, schools practice how they will respond to a threat on or near the campus.

**Shelter-in-Place Drill** – At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.

**Drop, Cover, and Hold On Drill** – At least once a year, schools use this drill to remind students how to protect themselves during an earthquake.

**Take Cover Drill** – At least once a year, students practice how they would respond to gunfire or an explosion in the neighborhood.

(1) Emergency Drill Planning Calendar
The purpose of conducting 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.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drill Type</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>Fire</td>
<td>8/26/2021</td>
</tr>
<tr>
<td>Shelter in Place</td>
<td>09/16/2021</td>
</tr>
<tr>
<td>Earthquake</td>
<td>10/21/2021</td>
</tr>
<tr>
<td>Lockdown</td>
<td>11/18/2021</td>
</tr>
<tr>
<td>Take Cover/Active Shooter</td>
<td>12/9/2021</td>
</tr>
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</tbody>
</table>

Mandated Reporter training will be completed by staff by September 3, 2021.

(2) Emergency Drill Practice Reports
(3) Students with Special Needs Emergency Procedures

1. Procedures for special needs students may need to be implemented in emergency
situations such as fire, earthquake, bomb threats, etc.

2. 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

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Special Needs Coordinator is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

5. Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.

6. Use the format below to complete an Individual Emergency Procedures Plan for each special need student. Place a copy of the plans in the Site Emergency Operations Plan.

<table>
<thead>
<tr>
<th>Individual Student Emergency Procedures Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>Designated Specialized Assistants:</td>
</tr>
<tr>
<td>(identify two staff in this area)</td>
</tr>
<tr>
<td>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</td>
</tr>
<tr>
<td>(complete below)</td>
</tr>
</tbody>
</table>

(4) Tactical Response
Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by administrators with law enforcement officials consulting.
The school meets as needed with the local LAPD representative to share and discuss information related to campus activity and the site’s security operations and service needs. The school has established and maintains an internal system which includes:

- Keeping a list of local law enforcement: police, fire, and city agencies with phone numbers to assist with safety issues and concerns.
- Training appropriate staff in procedures for reporting all emergencies, i.e., life threatening incidents, evacuations, and critical incidents to 911, and to the LAPD Southwest Division (213) 485 2582.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel.
- Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).

In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and school directives and policies.

A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement.

Properly identified law enforcement officer(s) are allowed to interview a student “in the presence of the principal or a teacher.”

Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.

The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

**Role of Law Enforcement Personnel When a School Becomes a Crime Scene:**

Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include,
but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.

The first police officer(s) to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.

A police supervisor or police officer will serve as the liaison with the school's administration. The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities. Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

(5) Emergency Actions & Alert Level Procedures

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.

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. Specific steps to take for each of these are detailed in the following pages. 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.

<table>
<thead>
<tr>
<th>COMMON EMERGENCY ACTIONS</th>
<th>SPECIALIZED EMERGENCY ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL CLEAR</strong></td>
<td></td>
</tr>
<tr>
<td>Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.</td>
<td></td>
</tr>
<tr>
<td><strong>DROP/DUCK/COVER AND HOLD ON</strong></td>
<td>The action taken during an earthquake to protect students and staff from flying and falling</td>
</tr>
<tr>
<td><strong>EVACUATION</strong></td>
<td></td>
</tr>
<tr>
<td>The orderly movement of students and from school buildings to another area conditions outside are safer than inside.</td>
<td></td>
</tr>
<tr>
<td><strong>LOCKDOWN</strong></td>
<td></td>
</tr>
<tr>
<td>Initiated when there is an immediate or threat to occupants of a school building movement within will put students and staff jeopardy. Lockdown involves a &quot;no one in, no out&quot; scenario.</td>
<td></td>
</tr>
<tr>
<td><strong>SHELTER IN PLACE</strong></td>
<td></td>
</tr>
<tr>
<td>Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.</td>
<td></td>
</tr>
<tr>
<td><strong>STAND BY</strong></td>
<td></td>
</tr>
<tr>
<td>Students and staff that further instructions will follow shortly.</td>
<td></td>
</tr>
<tr>
<td>CONVERT SCHOOL</td>
<td>DIRECTED TRANSPORTATION</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Initiated when a requirement exists during a</td>
<td>Implemented when students and staff are loaded into school</td>
</tr>
<tr>
<td>disaster for community medical facilities or</td>
<td>buses, cars and any other available means of</td>
</tr>
<tr>
<td>community shelters (run by the Los Angeles</td>
<td>transportation and moved from an area of danger to an area</td>
</tr>
<tr>
<td>County Department of Health and Human Services</td>
<td>of lesser danger.</td>
</tr>
<tr>
<td>or American Red Cross)</td>
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<tr>
<td>OFFSITE EVACUATION</td>
<td>REVERSE EVACUATION</td>
</tr>
<tr>
<td>Implemented when it is unsafe to remain on the</td>
<td>Initiated if an incident occurs while students are</td>
</tr>
<tr>
<td>campus, and evacuation to an offsite assembly</td>
<td>outside and conditions are safer inside the building.</td>
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<tr>
<td>area is required.</td>
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</tr>
<tr>
<td>STUDENT RELEASE</td>
<td>TAKE COVER/AKTIVE SHOOTER</td>
</tr>
<tr>
<td>Instructs staff to prepare for releasing</td>
<td>Instructs staff and students to move to and</td>
</tr>
<tr>
<td>students from school during the academic day.</td>
<td>take refuge in the best shielded areas within the school</td>
</tr>
<tr>
<td></td>
<td>buildings.</td>
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</table>

(6)  **All Clear**

**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/AKTIVE SHOOTER

**ANNOUNCEMENT:**

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

2. **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."

3. Use messengers with oral or written word as an alternate means of staff notification.

4. Use Parent Telephone Notification System, if appropriate.

**SITE ADMINISTRATOR ACTIONS:**

1. 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.

2. Make the **ALL CLEAR** announcement.

3. 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:**
1. 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.

2. Use Parent Square System, if appropriate.

### (7) 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**

1. Arrange desks so that they do not face windows.
2. Instruct students to move away from windows.
3. 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.
4. Remain in place until shaking stops or for at least 20 seconds.
5. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not reenter building until declared safe by competent authority.

**Outside**

1. Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
2. 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.
3. Remain in place until shaking stops or for at least 20 seconds.

### (8) 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
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post-earthquake

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

See also: **OFFSITE 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.

SITE ADMINISTRATOR:
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.
2. 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.
3. 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:
1. Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
2. 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.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

(a) 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
1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations
1. Turn lights on/off to gain person’s attention OR
2. Indicate directions with gestures – OR
3. Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers
1. Evacuate these individuals as injured persons.
2. Assist and accompany to evacuation site, if possible OR
3. Use a sturdy chair (or one with wheels) to move person OR
4. Help carry individual to safety.

To evacuate individuals using wheelchairs
1. Give priority assistance to wheelchair users with electrical respirators
2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
3. Reunite person with the wheelchair as soon as it is safe to do so.

(9) 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."

SITE ADMINISTRATOR ACTIONS:
1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. 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.
4. 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:
1. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
2. Immediately lock doors and instruct students to lie down on the floor.
3. Close any shades and/or blinds if it appears safe to do so.
4. Remain quiet and calm in the classroom or secured area until further instructions are provided by the site administrator or law enforcement.

STUDENT ACTIONS:
1. Move quickly and quietly to the closest safe classroom.
2. 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 site administrator or police.
(10) 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:
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.”

SITE ADMINISTRATOR ACTIONS:
1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
2. When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that the normal school routine can resume.
3. Arrange for central HVAC shutdown, as necessary.
4. Immediately clear students from the halls. Stay away from all doors and windows.
5. Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
6. 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
   f) turn off sources of ignition, such as pilot lights.
7. 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, multipurpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.
(11) Stand By
STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. STAND BY must be followed by another ACTION or the ALL CLEAR instruction to return to normal school activities.

ANNOUNCEMENT:
Make an announcement in person directly or over the public-address system:
Example: "Attention please. (Pause) STAND BY. (Pause) STAND BY. (Pause) STAND BY. (Pause) Additional information will follow."

1. Use messengers with oral or written word as an alternate means of faculty notification.
2. Use Parent Square System, if appropriate.

STAFF ACTIONS:
1. If outside, teachers are to return students to their classrooms.
2. If inside, teachers will hold students in classrooms pending receipt of further instructions.
3. STAND BY must be followed by another ACTION or ALL CLEAR instruction to return to normal school activities.

(12) Convert School
CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. CONVERT SCHOOL will be initiated only by the Chief Operations Officer, Chief Executive Officer and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as EVACUATION. If the Red Cross chooses a school as a community shelter, it will arrange shelter setup. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:
During School Hours
Make the following announcement in person directly or over the public-address system:
Example: "Attention please. (Pause) CONVERT SCHOOL. (Pause) CONVERT SCHOOL. (Pause) Thank you."

Other than School Hours
Use the School Personnel Telephone Notification System to notify all school employees.

SITE ADMINISTRATOR ACTIONS:
During School Hours
1. Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
2. Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours
1. Alert school employees through the School Personnel Alerting System.
2. Suspend scheduled classes. Use Telephone Alert System and Parent Notification
3. Convert the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
4. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

(13) Directed Transportation

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by STAND BY, EVACUATION or another ACTION. DIRECTED TRANSPORTATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

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

Example: "Attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) Thank you."

1. Use messengers with oral or written word as an alternate means of staff notification.
2. Use Parent Square System, if time permits.

SITE ADMINISTRATOR ACTIONS:
Prior to implementing DIRECTED TRANSPORTATION, determine the following:
1. Who is assigned to each loading area?
2. Where are loading areas?
3. What, if any, change in vehicle traffic patterns are necessary?
4. What staff supervises this ACTION, and where?
5. How can sufficient transportation be arranged to accommodate the entire student population and staff?

TEACHER ACTIONS:
1. Take attendance before leaving the campus.
2. Upon arrival at the safe site, take attendance again after students exit the bus.
3. Report attendance to the site administrator/designee.
4. Keep students together. Remain calm. STUDENT ACTIONS:
5. Keep quiet and seated while on the bus.
6. Keep head, hands, backpacks, etc. away from the open windows.
7. Stay together at the alternate site. Remain calm.
8. Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles
If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.

- Drivers should take the safest route to the preidentified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.

(14) Off-Site Evacuation
OFFSITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an offsite 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. OFFSITE 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

OFFSITE 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 OFFSITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher.”

SITE ADMINISTRATOR ACTIONS:
1. Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated offsite location.
2. Call 911. Provide school name and location of offsite evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
4. 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:
1. 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.
2. 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.
3. Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to site administrator/designee.
4. Remain in place until further instructions are given.

Reverse Evacuation

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also EVACUATION and OFFSITE EVACUATION, when it is unsafe to remain on campus.

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

Example: "Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom.”
SITE ADMINISTRATOR:
1. Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
2. When clearance is determined, or received from appropriate agencies that it is safe to be outdoors, announce ALL CLEAR to resume school activities.
3. 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:
1. Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
2. Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
3. Remain in the classroom until further instructions are given.
4. Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

STUDENT RELEASE:
Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

INCIDENT COMMANDER (SITE ADMINISTRATOR) ACTIONS:
1. Set up Incident Command Post (ICP).
2. Notify staff of school evacuation and communicate that this is not a drill.
3. Designate the Student Assembly Area or direct teachers to a predesignated spot. Analyze situation; reevaluate evacuation spot to determine if students should be moved.
4. Determine medical and assistance needs after population assessment. Determine search and rescue needs.
5. Reassess as situation changes. Reassign emergency teams as needed.
6. Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:
1. Evacuate students to designated area, with students grouped as determined by district or school site.
2. Take roll by using class roster in emergency backpack.
3. Report population assessment to Incident Commander by holding up green or red card. Mark class roster with student status beside name:
   A = Absent
   M = Medical; students taken to the First Aid station
   U = Missing/Unaccounted
4. Organize students. Monitor students’ medical and emotional condition.
5. Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM
1. Take supplies to designated Request/Release Table locations.
2. Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
3. Post signs and set out print outs of Student Emergency Cards or laptops with SIS access for each line. Identify volunteer runners and review where to find students.
4. Wear identifying vests or hats.
5. Distribute clipboards with Student Request Forms to parents in line.
6. Set out white board for special instructions and parent requests.
   a. If an adult is not on the emergency card, we will not release the student, unless the parent has given explicit directions for another adult to pick up the child. In all cases, IDs are carefully checked.
7. Pull print outs of absent, injured and missing students. Note status on those print outs and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):
1. Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
2. Set out traffic cones to cordon off parking for emergency vehicles.
3. Maintain order in parking areas; direct cars away from areas for emergency vehicles.
4. Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
5. For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult’s vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):
1. Provide information about student release procedures to parents.
2. Maintain white board with special information.
3. Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Site Administrator or staff member)
1. Maintain order at Student Request Table; calm agitated parents and students.
2. Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
3. Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers number depends on size of campus)
1. Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
2. Retrieve student and escort him/her to Student Release Table OR return to Student Request Table with status information on those who are not in the Student Assembly Area.

(17) 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.

SITE ADMINISTRATOR ACTIONS:

1. Give clear instructions, remain calm and convey reassurance.
2. When clearance is received from appropriate agencies, give another ACTION instruction or the ALL CLEAR to indicate that the normal school activities can resume.
3. 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.

Emergency Responses

This section establishes procedures to be followed that will minimize or nullify the effects of the 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.

(1) ACCIDENT AT SCHOOL

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:

1. Report accident to site administrator and school office.
2. Provide for immediate medical attention (Code BLUE announcement), including performing necessary life sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
3. For relatively minor events, take students to school office for assistance.

SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
2. 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, Blood borne Pathogen Program).
3. 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.

(2) 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.

**STAFF ACTIONS:**

**AIRCRAFT CRASHES INTO THE SCHOOL**

1. Notify site administrator.
2. Move students away from immediate vicinity of the crash.
3. 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 and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Director of Operations &/or Principal/designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**SITE ADMINISTRATOR ACTIONS:**

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFFSITE EVACUATION or DIRECTED TRANSPORTATION.
3. Notify Charter School Principal, who will contact the Office of Emergency Services.
5. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
6. Account for all building occupants and determine extent of injuries.
7. Do not reenter building until the authorities provide clearance to do so.

**AIRCRAFT CRASHES NEAR SCHOOL**

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

**SITE ADMINISTRATOR ACTIONS:**

1. Notify police and fire department (call 911).
2. Initiate SHELTER IN PLACE, if warranted.
3. Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
4. Ensure that students and staff remain at a safe distance from the crash.
5. Notify Charter School Principal, who will contact the Office of Emergency Services.
6. Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

**AIR POLLUTION ALERT**

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

**SITE ADMINISTRATOR ACTIONS:**
1. 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.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events that require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

**STAFF ACTIONS:**
1. Remain indoors with students.
2. Minimize physical activity.
3. Keep windows and doors closed.
4. Resume normal activities after the All Clear signal is given.

(4) **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.

**STAFF ACTIONS:**
1. If imminent risk, call 911.
2. Send for immediate help, radio Call is Code BLUE (request for First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Principal
4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school office).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

**SITE ADMINISTRATOR ACTIONS:**
1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. 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:**
1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.
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.

SITE ADMINISTRATOR ACTIONS:
1. Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a LOCKDOWN.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
4. Contact the Los Angeles Animal Care and Control for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance by calling 911.

STAFF/TEACHER ACTIONS:
1. If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
2. If the animal is inside, EVACUATE students to a sheltered area away from the animal.
3. Notify the Principal if there are any injuries.

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 supplies
- 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:
1. Notify Principal.
2. Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:
1. Initiate SHELTER IN PLACE.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
6. Turn on a battery powered commercial radio and listen for instructions.
7. Complete the Biological and Chemical Release Response Checklist
8. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
9. Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:
1. Notify site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement EVACUATION or OFFSITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:
1. Initiate EVACUATION of building or OFFSITE EVACUATION to move students away from immediate vicinity of danger.
2. Move upwind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders Health or Fire Department.
7. Arrange for immediate psychological counseling for students and staff.
8. Complete the Biological and Chemical Release Response Checklist
9. 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:
1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing
3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

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

PERSON RECEIVING THREAT BY TELEPHONE:
1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Notify site administrator immediately after completing the call.
5. Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:
1. Note the manner in which the threat was delivered, where it was found and who found it.
2. 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.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify site administrator.

SITE ADMINISTRATOR ACTIONS:
1. Call 911.
2. 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.
3. 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.
4. 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.
5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Notify the Charter School Principal of the situation.
8. Direct a search team to look for suspicious packages, boxes or foreign objects.
9. Do not return to the school building until it has been inspected and determined safe by proper authorities.
10. Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:
1. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
2. 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).
3. If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:
1. Evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

(a) BOMB THREAT CHECKLIST
The following checklist can be obtained in PDF form from FEMA at: http://emilms.fema.gov/is906/assets/ocsobomb Threat_samepagebrochure.pdf Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the
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

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 (1-877-437-411)
  - 911

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**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:**

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**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 notes:**

- **Caller's Voice**
  - Accent
  - Angry
  - Calm
  - Coughing
  - Cracking voice
  - Crying
  - Deep
  - Deep breathing
  - Disguised
  - Distinct
  - Exhaled
  - Female
  - Laughter
  - Low
  - Loud
  - Male
  - Nasal
  - Normal
  - Raged
  - Rapid
  - Raspy
  - Slow
  - Stuttered
  - Soft
  - Stutter

- **Background Sounds:**
  - Animal noises
  - House noises
  - Kitchen noises
  - Street noises
  - Booth
  - PA system
  - Conversation
  - Music
  - Motor
  - Clock
  - Static
  - Office machinery
  - Factory machinery
  - Local
  - Long distance

- **Threat Language:**
  - Incoherent
  - Message read
  - Taped
  - Irrational
  - Profane
  - Well-spoken

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**Other Information:**

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(8) **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:**
1. Turn off power, ignition and headlights. Use safety lights, as appropriate.
2. Evaluate the need for evacuation.
3. Remain with the vehicle. Notify California Highway Patrol.

**STAFF ACTIONS AT THE SCENE:**
1. Call 911, if warranted.
2. Notify site director.
3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

**SITE ADMINISTRATOR ACTIONS:**
1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. 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.
4. 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:**
1. Issue DUCK, COVER and HOLD ON instruction.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide first aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed to continue route, en route to school, continue to pick up students.
8. Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
9. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route.
10. Upon arriving at the shelter, notify the school administrator.
11. Remain with students until further instructions are received from site administrator.
12. Account for all students and staff throughout the emergency

**Flood during bus trip**

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

(9) CHEMICAL ACCIDENT (offsite)
Chemical accidents can result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:
1. Alert others in immediate area to leave the area.
2. Close doors and restrict access to affected area.
3. Notify site administrator.
4. DO NOT eat or drink anything or apply cosmetics.

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

STAFF ACTIONS:
1. 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.
2. 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.
3. If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area.
4. Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify site administrator of any missing students.

(10) 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:
1. Alert others in immediate area to leave the area.
2. Close windows and doors and restrict access to affected area.
3. Notify site administrator.
4. DO NOT eat or drink anything or apply cosmetics.
SITE ADMINISTRATOR ACTIONS:
Notify Fire Department and the Department of Public Health. Provide the following information:
1. School name and address, including nearest cross street(s)
2. Location of the spill and/or materials released; name of substance, if known
3. Characteristics of spill (color, smell, visible gases)
4. Injuries, if any
5. Your name and telephone number
6. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
7. If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
8. Post a notice on the school office door stating location of alternate school site.
10. 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:
1. 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.
2. Upon arrival at evacuation site, take attendance. Notify site administrator of any missing students.
3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

(11) 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:
1. Report disruptive circumstances to site administrator.
2. Avoid arguing with participant(s).
3. Have all students and employees leave the immediate area of disturbance.
4. Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
5. Stay away from windows and exterior doors.

SITE ADMINISTRATOR ACTIONS:
1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
2. Set up a communication exchange with the students, staff and principal. Try to restore order.
3. If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
4. 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

SITE ADMINISTRATOR ACTIONS:
1. Call 911.
2. Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
3. 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.
4. Cancel all outside activities.
5. Maintain an accurate record of events, conversations and actions.
6. Assign staff members to assist school office staff as necessary.

STAFF ACTIONS:
1. 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.
2. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
3. Care for the injured, if any.
4. Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

(12) CRIMINAL ACT
Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

SITE ADMINISTRATOR ACTIONS:
1. Notify police (dial 911).
2. Identify all parties involved (if possible). Identify witnesses, if any.
3. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
4. If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
5. If the incident involves a student, notify the parents or guardians.
6. Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
7. Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:
1. Care for the victim. Provide any medical attention needed.
2. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.

(13) 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.

SITE ADMINISTRATOR ACTIONS:
1. Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
2. Contact the student’s family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
3. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
4. 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.
5. Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.
7. 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.
8. Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public-address system.
9. Go to each of the student’s classes and notify his/her classmates in person.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Aid parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
12. Plan with the family to remove the student’s personal belongings from the school.
13. 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:**
1. Allow students who wish to meet in counseling office or another appropriate place to do so. Encourage students to report any other students who might need assistance.
2. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

**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.

**SITE ADMINISTRATOR ACTIONS:**
1. Verify the death and obtain as much information about it as possible. Contact the Coroner’s Office.
2. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
3. 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.
4. Contact the decedent’s family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
5. Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.
7. Develop a plan for notifying students and sharing information about availability of support services. Do not use the public-address system.
8. 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.
9. Facilitate classroom and small group discussions for students.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Determine who from the decedent’s family will secure the personal belongs. Plan to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
12. Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
13. Thank all those who assisted.
14. Continue to monitor staff and students for additional supportive needs.

(15) **DIRTY BOMB**

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**

**SITE ADMINISTRATOR ACTIONS:**
1. **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.
2. Call 911. Provide location and nature of the emergency and school actions taken.
3. Set up decontamination station where students and staff may shower or wash with soap and water.
4. Prepare a list of those who are in the affected area to provide to emergency response personnel.
5. Turn on a battery powered commercial radio and listen for instructions.
7. Arrange for medical attention for those injured by the explosion.
8. Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**
1. Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
2. 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.
3. Avoid touching any objects thrown off by the explosion—they might be radioactive.
4. Follow standard student assembly, accounting and reporting procedures.
5. 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.
6. Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
7. 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**

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

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

(16) EARTHQUAKE
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, freestanding 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

SITE ADMINISTRATOR ACTIONS:
Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
1. Send search and rescue team to look for trapped students and staff.
2. Post guards a safe distance away from building entrances to assure no one reenters.
3. Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
4. Do NOT reenter building until it is determined to be safe by appropriate facilities inspector.
5. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:
1. 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.
2. Check for injuries, and render First Aid.
3. 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.
4. Check attendance at the assembly area. Report any missing students to site administrator.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT reenter building until it is determined to be safe.
STAFF ACTIONS:
Outside Building

1. Move students away from buildings, trees, overhead wires, and poles.
2. Get under table or other sturdy furniture with back to windows.
3. 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.
4. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
5. After shaking stops, check for injuries, and render first aid.
6. Check attendance.
7. Report any missing students to site administrator.
8. Stay alert for aftershocks.
9. Keep a safe distance from any downed power lines
10. Do NOT reenter building until it is determined to be safe.
11. Follow instructions of site administrator.

During non-school hours

SITE ADMINISTRATOR ACTIONS:

1. Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
2. Confer with Charter School Principal if damage is apparent to determine the advisability of closing the school.
3. Notify fire department and utility company of suspected breaks in utility lines or pipes.
4. 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.
5. Notify District Office, who will inform public information media as appropriate.

(17) 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.

SITE ADMINISTRATOR:

1. 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.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
5. Notify emergency response personnel of any missing students.
6. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
7. 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).

8. Determine if Student Release should be implemented. If so, notify staff, students and parents.

9. 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:
1. Initiate DROP, COVER AND HOLD ON.
2. 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 firefighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

(18) 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.

SITE ADMINISTRATOR ACTIONS:
1. Determine if EVACUATION of school site is necessary.
2. Contact local fire department (call 911) to determine the correct action for your school site.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFFSITE EVACUATION and DIRECTED TRANSPORTATION by bus.
4. Direct inspection of premises to assure that all students and personnel have left the building.
5. Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
7. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
1. If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
2. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
3. Take attendance at the assembly area. Report any missing students to the site administrator and emergency response personnel.
4. Remain with students until the building has been inspected and it has been determined safe to return to.

(19) **FIRE (onsite)**

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 reenter 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**

**SITE ADMINISTRATOR ACTIONS:**

1. Sound the fire alarm to implement EVACUATION of the building.
2. Immediately EVACUATE the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
7. Notify appropriate utility company of suspected breaks in utility lines or pipes.
8. If needed, notify bus dispatch for OFFSITE EVACUATION by DIRECTED TRANSPORTATION.
9. 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:**

1. 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.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

 **Near the School**

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

(20) FLOOD

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.

SITE ADMINISTRATOR ACTIONS:
1. Issue STAND BY instruction. Determine if evacuation is required.
2. Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated and inform the District Office.
6. Monitor weather.com or mobile phone weather app for flood information.
8. 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:
1. If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.
3. Upon arrival at the safe site, take attendance. Report any missing students to site administrator and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:
1. 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.

(21) 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:
1. Notify principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing student to Site Administrator.

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

(22) HAZARDOUS MATERIALS
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.

SITE ADMINISTRATOR ACTIONS:
1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shutoff ventilation system in affected area.
3. 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.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
7. Wait for instructions from emergency responders Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

**STAFF ACTIONS:**
1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

**(23) 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.

**SITE ADMINISTRATOR ACTIONS**
1. Call 911. Provide all known essential details of the situation:
   a. Number of hostage takers and description
   b. Type of weapons being used
   c. Number and names of hostages
   d. Any demands or instructions the hostage taker has given
   e. Description of the area
2. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
3. Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
4. Secure exterior doors from outside access.
5. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
6. 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.
7. Identify media staging area, if appropriate. Implement a hotline for parents.
8. Account for students as they are evacuated.
9. Provide recovery counseling for students and staff.

**STAFF ACTIONS:**
1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
2. Alert the site administrator.
3. Account for all students.
(24) **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 § 6272*

To prevent intruders on campus, keep doors secure, use sign in sheets for visitors and staff, staff to monitor entryways.

**SITE ADMINISTRATOR ACTIONS:**

1. Initiate LOCKDOWN.
2. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, nonthreatening 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:
   a. “What can we do to make this better?”
   b. “I understand the problem, and I am concerned.”
   c. “We need to work together on this problem.”
3. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
4. Keep subject in view until police or law enforcement arrives.
5. Take measures to keep subject away from students and building.
6. 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.
7. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
8. Be available to deal with the media and bystanders and keep site clear of visitors.

**STAFF ACTIONS:**

1. Notify the site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. 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.
(25) 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.

SITE ADMINISTRATOR ACTIONS:
1. Keep the individual under continuous adult supervision.
2. Keep the individual on campus until parent/guardian has been notified.
3. Arrange appropriate support services for necessary care of individual.
4. 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).
5. School professional (psychologist, counselor, social worker) should recommend next steps to the principal. The next steps may include:
   a. Provide parents/guardian with the names and phone numbers of mental health resources
   b. Recommend that the parents make an immediate contact with a therapist.
   c. Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
   d. Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
   e. Provide follow-up collaborative support for the student and parents (as indicated) within the school
   f. Develop a safety plan prior to the student’s return to school.
   g. Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
1. Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
2. Notify site administrator.
3. Notify school psychologist, counselor or social worker.
4. Protect individual from injury.

(26) KIDNAPPING
SITE ADMINISTRATOR ACTIONS:
1. Verify information with the source of the abduction report.
2. Contact law enforcement (call 911) for assistance.
3. 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).
4. Provide suspect information to the police, if known.
5. Contact the parents/guardian of the student involved and establish a communication plan with them.
6. Obtain the best possible witness information.
7. Conduct a thorough search of the school/campus/bus.
8. Relay current information to police, parents and essential school staff.
9. 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.
10. Advise the law enforcement dispatcher of the staff member key contact’s name and number.
11. Provide the key contact with access to school records.
12. 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.
13. When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:
1. Notify principal, providing essential details:
   a. Name and description of the student
   b. Description of the suspect
   c. Vehicle information
2. Move students away from the area of abduction.

(27) MEDICAL EMERGENCY
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 Site Administrator.

SITE ADMINISTRATOR ACTIONS:
1. Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:
   a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
   b. Exact location within the building
c. Nature of the emergency and how it occurred
d. Approximate age of injured person
e. Caller’s name and phone number
f. Do not hang up until advised to do so by dispatcher.

2. Assign staff member to meet rescue service and show medical responder where the injured person is.
3. Assemble emergency care and contact information of victim
4. Monitor medical status of victim, even if he or she is transported to the hospital.
5. Assign a staff member to remain with individual, even if he or she is transported to the hospital.
6. 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.
7. Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:
1. Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
2. Notify Site Administrator; Announce code BLUE
3. Stay calm. Keep individual warm with a coat or blanket.
4. Ask school office staff to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
5. Do not give the individual anything to eat or drink.

(28) 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.

SITE ADMINISTRATOR ACTIONS:
1. Call 911 and explain the situation.
2. Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
3. Conduct an immediate search of the school campus/bus, as appropriate.
4. Gather information about student to provide to law enforcement authorities:
   a. photo
   b. home address
   c. parent contact numbers
   d. class schedule
   e. special activities
   f. bus route/walking information
5. Notify parents/guardians if the student is not found promptly.
6. If case involves abduction, begin gathering witness information for the police. Interview \n
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friends, last person to see student.
7. Double-check circumstances:
8. Did someone pick up the student?
9. Could the student have walked home?
10. Is he or she at a medical appointment or another activity?
11. 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.
12. 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.
13. Advise law enforcement dispatcher of the staff member key contact’s name and number.
14. If missing during bus transportation, provide law enforcement with child’s bus stop location and nearest other bus stops.
15. Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher.
16. Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
17. When the child is found, contact all appropriate parties as soon as possible.
18. Arrange for counseling of students, as needed.

**STAFF ACTIONS:**
1. Confirm that student attended school that day. Notify Principal.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
3. 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.
4. 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.

**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.

**SITE ADMINISTRATOR ACTIONS:**
1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFFSITE EVACUATION or DIRECTED TRANSPORTATION.
4. Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Account for all building occupants and determine extent of injuries.
STAFF ACTIONS:
1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene. Take class roster and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

(30) PANDEMIC INFLUENZA
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than 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 to contain spread of the virus.

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

STAFF and STUDENT ACTIONS:
1. Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
2. Practice “respiratory hygiene etiquette”.
3. Disinfect surfaces contaminated with infected respiratory secretions with a
diluted bleach solution (1-part bleach to 100 parts water).
4. Implement online homework assignments so that students can stay home.

(31) 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.

SITE ADMINISTRATOR ACTIONS:
1. Call 911.
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. 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.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify Principal of situation and number of students and staff affected.
7. Confer with Department of Health and Human Services before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:
1. Notify site administrator.
2. Call the Poison Center Hotline 18002221222.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

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

(32) 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.

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

STAFF ACTIONS:
1. Do not allow students to be interviewed by the media or join in the demonstration

(33) SEXUAL ASSAULT
Sexual assault and abuse are 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. All staff completes child abuse awareness training during within 30 days of starting school.

SITE ADMINISTRATOR ACTIONS:
1. Call 911 if the assault is physical.
2. Close off the area to everyone.
3. Assign a counselor/staff member to remain with the victim.
4. Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
5. Notify victim’s family.
6. If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
7. The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
8. Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
9. 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:
1. Determine if immediate medical attention is needed. If so, call 911.
2. Isolate the victim from activity related to the incident.
3. Avoid asking any questions except to obtain a description of the perpetrator.

**(34) SHOOTING**

Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

**SITE ADMINISTRATOR ACTIONS:**
1. Remain calm. Do not confront the shooter(s).
2. Assess the situation:
3. Is the shooter in the school?
4. Has shooter been identified?
5. Has the weapon been found and/or secured?
6. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
7. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).
8. Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
9. Ensure injured students and staff receive medical attention.
10. If shooter has left, secure all exterior doors to prevent reentry.
11. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
12. Keep crime scene secure. Organize OFFSITE EVACUATION, if necessary, or prepare to continue with classes.
13. Isolate and separate witnesses.
14. Gather information for police about the incident and everyone involved with it:
   - Name of suspect(s)
   - Location of shooting
   - Number and identification of casualties and injured
   - Current location of the shooter(s)
15. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
16. Prepare letter for students to take home to their families.
17. Arrange for immediate crisis counseling for students and staff.
18. Provide liaison for family members of injured students and staff members.
19. Debrief staff and school police officers.
20. Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

**STAFF ACTIONS:**
1. If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
2. Alert the site administrator.
3. Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
4. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
Implement LOCKDOWN or EVACUATION, as appropriate.
5. Provide first aid for victims, if needed.
6. Account for all students.
7. Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
8. Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:
1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
3. Lock the door or move furniture or trash can to bar access to the room.
4. Remain quiet until further instructions are provided by the principal or law enforcement.

(35) STORM / 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

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

Windstorm

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

STAFF ACTIONS:
1. Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
2. Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
3. Take attendance. Report any missing students to site administrator.
4. Close all blinds and curtains.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Remain with students near an inside wall or on lower floors of the building. Plan for special needs, snacks and quiet recreational activities.

(36) STUDENT RIOT
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:
1. In a violent situation, immediately notify the first available adult.
2. Do not retaliate or take unnecessary chances.
3. Move away from the area of agitation.
4. 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.
5. Stay calm and reassure fellow students.
6. Assist teachers and staff in accounting for students.
7. Share all relevant information with law enforcement, teachers, and school staff.
8. Follow directions from school administrator or law enforcement directions about where to go.
9. Do not speculate to others or perpetuate rumors.

SITE ADMINISTRATOR ACTIONS:
1. Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
2. Control student ingress and egress from campus.
3. Identify why the disruption is occurring. If necessary, notify police to request assistance.
4. If disruption is nonviolent, notify school resource officer or school education officer.
5. 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.
6. Assign staff member to be responsible for media relations and for setting up a staging area for the media.
7. If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
8. Notify parents about the incident, as appropriate.
9. After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.
(37) 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.

SITE ADMINISTRATOR ACTIONS:
1. Call ambulance in event of overdose or injury requiring medical attention.
2. Call 911 if immediate threat exists to the safety of the student or others.
3. 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.
4. Cancel all outside activities.
5. 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.
6. If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
7. Arrange for medical or counseling resources that may aid.

STAFF ACTIONS:
1. Inform the Principal of what was written, drawn, spoken and/or threatened.
2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
3. 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.
4. Calmly move the student to a prearranged, nonthreatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

(38) 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
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
• Misspelling of common names
• Excessive weight, unevenly distributed
• Protruding wires or tin foil
• Rigid envelope

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

STAFF ACTIONS if package is unopened and not leaking:
1. Do not open package. Do not pass it around to show it to other people.
2. Do not bend, squeeze, shake or drop package.
3. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
4. Leave the room promptly and prevent anyone from entering.
5. Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:
1. Do not sniff, touch, taste, or look closely at the spilled contents.
2. Do not clean up the powder.
3. Put the package on a stable surface.
4. Leave the room promptly and prevent anyone from entering.
5. Wash hands thoroughly with soap and water.
6. Notify principal or Site Administrator.

(39) TERRORIST ATTACK / WAR
Thorough crisis planning will carry the school and district 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
SITE ADMINISTRATOR ACTIONS:
1. Move students to closest suitable shelter.
2. If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:
1. Keep students calm.
2. Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:
1. Keep students calm.
2. Close all curtains and blinds.
3. Instruct students to DUCK AND COVER.

(40) THREAT LEVEL RED
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

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

OFFICE STAFF ACTIONS:
1. Require identification check for anyone entering school other than students, staff and faculty.
2. Escort visitors to location in school building.

(41) THREATS / ASSAULTS
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.

SITE ADMINISTRATOR ACTIONS:
1. 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:
2. Is the individual moving towards violent action?
3. Is there evidence to suggest movement from thought to action?
4. High violence potential qualifies for arrest or hospitalization.
5. Safety is endangered when there is:
   a. sufficient evidence of repetitive/ intentional infliction of emotional distress upon others;
   b. sufficient evidence of the unintentional infliction of emotional distress upon others.
6. Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
7. 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.
8. 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.
9. 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.
10. Facilitate a meeting with student(s) and family to review expectations.
11. Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:
1. 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.
2. Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.
3. Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until ALL CLEAR is given.

(42) TSUNAMI
Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.
SITE ADMINISTRATOR ACTIONS:

**Before**
1. Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
2. Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
3. Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

**During**
1. Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming.
2. Monitor the NOAA Weather Radio Service for tsunami warnings: [http://wcatwc.arh.noaa.gov/](http://wcatwc.arh.noaa.gov/). Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
3. Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
5. Remain on safe ground until local authorities advise it is safe to return.

**After**
1. Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
2. Expect debris.
3. Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
4. Determine whether school will be closed or remain open.
5. Notify superintendent of school status.
1. Assign staff to activate staff and parent phone trees
2. Post school status on school website.
3. Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
4. Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
5. Photograph the damage, both of the building and its contents, for insurance claims.
STAFF ACTIONS:
1. If there is a coastal earthquake, initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
2. When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
3. Take attendance. Report any missing students to site administrator.
4. Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
5. Return to school only if authorities advise it is safe to do so.

(43) 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.

SITE ADMINISTRATOR:
1. Notify utility company. Provide the following information:
   a. Affected areas of the school site
   b. Type of problem or outage
   c. Expected duration of the outage, if known
      a. Determine length of time service will be interrupted.
2. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
3. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
4. Use messengers with oral or written word as an alternate means of faculty notification.
5. Notify District Office of loss of service.
6. Implement plan to provide services without utilities or with alternate utilities.
7. Plan for Loss of Water
   a. Toilets: Utilize toilets in adjacent church building. If prolonged and anticipated, secure portable toilet rental.
   b. Drinking Water: Utilize bottled drinking water in storage. Secure additional bottled water (5-gallon bottles) from nearby stores.
   c. Food Service: Catered food service will be provided daily. If vendor is unable to provide, contact new vendors
d. Fire Suppression: Utilize portable fire extinguishers

8. Plan for Loss of Electricity
   a. Ventilation: Open all windows
   b. Emergency Light: Open all windows; evacuate students to outdoor areas if necessary.
   c. Computers: Ration use of battery power on laptop devices

9. Plan for Loss of Natural Gas
   a. Heat: Heat is rarely/never necessary in the school’s temperate climate
   b. Food Service: Catered food service will be provided daily. If vendor is unable to provide, contact new vendors

(44) WEAPON
The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:
1. Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
2. Alert the site administrator.
3. Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
4. Provide first aid for victims, if needed.
5. Account for all students.
6. Assist police officers – provide identity, location and description of individual and weapons.

SITE ADMINISTRATOR ACTIONS:
1. Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
2. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
3. Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
4. If suspect has left, secure all exterior doors to prevent reentry.
5. Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
6. Gather information about the incident for the police:
7. Name of student with weapon.
8. Location of witness when weapon was seen.
9. What did the student do with the weapon after it was displayed?
10. What is the current location of the student with the weapon?
11. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
12. Assign an administrator to remove all of the suspected student’s belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick up or carry his own belongings.
13. Search student’s belongings, including but not limited to backpack, purse, locker, and auto, if applicable.
15. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
16. Secure a detailed written statement from witnesses including staff.
17. Provide post event trauma counseling for students and staff, as needed.
18. Provide informational updates to staff, students and their families during next few days to squelch rumors.

**School Discipline, Suspension/Expulsion Policies and Procedures**

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student/Parent Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request in the main office.

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

Discipline Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for enumerated offenses outlined in the Suspension and Expulsion Policy and Procedures, included herein and in the RWWNMS Student/Parent Handbook.

Upon enrollment and at the beginning of each school year, RWWNMS families will each receive a copy of the Student/Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Student/Parent Handbook, including the Charter School’s Suspension and Expulsion Policy and Procedures.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Any student who engages in repeated violations of the Charter School’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Charter School’s staff and with their parents. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

RWWNMS will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, the Charter School shall maintain clear policies and procedures governing suspension and
expulsion, as outlined below. Suspended students will be responsible for making up all missed work within specified timetable.

The Charter School is shifting towards a positive approach to managing student behavior and using Positive Behavioral Interventions and Support and restorative justice practices. PBIS is an evidence-based framework for developing behavior in order to create a positive environment for learning. Our Charter School encourages good behavior. By adopting this schoolwide approach, our collective assumptions, which guide both administration and staff are the following: (a) we can effectively teach appropriate behavior to all students, (b) we must intervene early, (c) use a multi-modal approach and tiered delivery of a range of services, (d) monitor student progress, and (e) use multiple sources of data to make informed, intuitive, and empathic decisions that are sound and grounded and in the students’ best interest.

However, when warranted, there are times when the Charter School will offer in-school suspensions and Saturday School. In school suspension will consists of (a) students completing reflective logs and written work on self-awareness and self-regulation, (b) 1 to-1 coaching sessions with an administrator, counselor or appropriate staff member, (c) community beautification projects, (d) completion of the day’s classroom assignments, and/or (e) assignments and tasks deemed appropriate to match the situation given by the Principal and/or Dean of Students. Unlike, the conventional and punitive approach to Saturday School, which focused on punishment, in extreme cases where students are given a Saturday School the focus will be on developing emotional intelligence, self-awareness and social skills. Thus, the time spent will be center around articles, readings, videos, and assignments on self-regulation, given in the form of a workshop. Saturday School will run no more than 3 hours in duration. Start and end times shall be determined by the Principal and notified to the student and their parents/guardians.

**Students with Disabilities**

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

**Involuntary Removal**

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

Procedures

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

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

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

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

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

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.
r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

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

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to
knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

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

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

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

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

r) 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 provision shall apply to students in any of grades 6 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and
reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 8, inclusive.

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

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with their academic performance.
   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or
attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Director of Schools or Principal/Director of Schools’ designee’s concurrence.

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

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

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

If it is determined by the Charter School Discipline Committee and/or School Committee that a student has brought a firearm 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal/Director of Schools or Principal/Director of Schools’ designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parents, unless the student and the student’s parents fail to attend the conference. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests and other applicable assignments.

This determination will be made by the Principal/Director of Schools or Principal/Director of Schools’ designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

5. Suspension Appeals

The suspension of a student will be at the discretion of the Principal of RWWNMS or the Principal’s designee. Parents and/or guardians will be notified at the time of suspension by the Charter School as described in Section 2 above, and of the right to appeal a student’s suspension. In cases where the Principal’s designee suspended a student, the Principal will hear the suspension appeal, and the Principal’s decision shall be final. In cases where the Principal suspended a student, the appeal will be heard by the LA Promise Fund Governing Board School Committee, and the School Committee’s decision shall be final.

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Charter School Committee following a hearing before it or by the Charter School Committee upon the recommendation of a neutral and impartial Charter School Discipline Committee, to be assigned by the School Committee or their designee as needed. The Charter School Discipline Committee shall consist of at least three (3) members which at a minimum will include one RWWNMS teacher, but not a teacher of the student nor a member of the School Committee. Each entity shall be presided over by a designated neutral hearing chairperson. The Charter School Discipline Committee may recommend expulsion of any student found to have committed an expellable offense, and the School Committee shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal/Director of Schools or Principal/Director of Schools’ designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Charter School Discipline Committee hears the case, it will make a recommendation to the School Committee for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

3. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

4. 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.

5. 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 the complaining witness may leave the hearing room.

6. 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.

7. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
8. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

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

10. 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.

11. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

12. 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Charter School Discipline Committee 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 School Committee or Charter School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Charter School Discipline Committee shall be in the form of written findings of fact and a written recommendation to the School Committee, which will make a final determination regarding the expulsion. The School Committee may accept, alter, or reject the Charter School Discipline Committee’s recommendation (unless the State mandates that, due to the misconduct, the School Committee must expel the student).

The final decision by the School Committee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the School Committee may be appealed to the LA Promise Fund Board of Directors, as described below.

If the Charter School Discipline Committee decides not to recommend expulsion, or the School Committee ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The School Committee may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the School Committee. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The School Committee may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the School Committee revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The School Committee shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The School Committee shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

The Principal/Director of Schools or Principal/Director of Schools’ designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

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

L. No Right to Appeal
The student shall have no right of appeal from expulsion from the Charter School as the School Committee decision to expel shall be final.

M. Expelled Students/Alternative Education
Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. During the parent/guardian meeting, the Principal shall, provide the family with a list of schools for alternative consideration based on the current address given. The Charter School will assist with ensuring the family has final grades, transcripts, and the correct addresses and phone numbers to the alternative schools.

N. Rehabilitation Plans
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the School Committee at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student
The decision to readmit a student after the end of the student’s expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student’s expulsion term, shall be in the sole discretion of the School Committee following a meeting with the Principal/Director of Schools or Principal/Director of Schools’ designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Director of Schools or Principal/Director of Schools’ designee shall make a recommendation to the School Committee following the meeting regarding the Principal/Director of Schools’ or designee’s determination. The School Committee shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission or admission to the Charter School.
P. Notice to Teachers

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

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:
a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

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

The Principal/Director of Schools or Principal/Director of Schools’ 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 teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the
protections available to 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/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

PROCEDURES REGARDING TEACHER NOTIFICATION OF DANGEROUS STUDENTS
The Principal will notify teachers within the first two weeks of each semester regarding students who meet the criteria of dangerous students as described in Ed. Code 48900. Principals will update teachers during the semester as new students are added to the list.

(1) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures

RWWNMS is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance. RWWNMS believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. RWWNMS prohibits any acts of discrimination, harassment, and bullying 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, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

a) What is “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, and including one or more acts committed by a student group or group of students that constitute sexual harassment, hate violence or creates an intimidating 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 (CA Education Code Section 48900):

A. Placing a reasonable pupil or pupils in fear or harm to that pupil’s or those pupils’ person or property.
B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
D. 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 RWWNMS.

b) Cyberbullying
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.

c) Reporting an act of bullying
RWWNMS expects all students and/or staff to immediately report incidents of bullying to the Principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. To ensure bullying does not occur on school campuses RWWNMS will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school’s capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

d) Student Bullying Code of Conduct
The Student Bullying Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation
The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
• Staff members are expected to immediately intervene when they see a bullying incident occur.
• People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
• After an investigation, the school will implement consequences based on RWWNMS’s discipline policy.

Online Safety
RWWNMS provides staff with professional learning opportunities offered through the Safe Schools platform to deepen digital citizenship knowledge and practices. Students and parents review and sign Acceptable Use Policy, Chromebook Agreement and Google Apps for Education forms that outline such topics as online conduct, internet safety and cyberbullying. Teachers review online safety with students at the start of the year and review as needed. RWWNMS also has an established a digital presence with the purpose of maintaining open communication with the school community and model promising practices.

The school provides parent in-service training regarding digital citizenship practices of proactive engagement, safety, and security online.

Schoolwide Uniform/Dress

(1) Uniform Policy
Why does LA Promise Fund Charter Schools have uniforms?
The mission of LA Promise Fund Charter Schools is to promote every student with the skills and proficiency needed to succeed in school; and ultimately, to having successfully completed a college and career preparatory education. Part of this education is helping all RWWNMS students to make a good impression.

Our top reasons for asking our students to wear uniforms are:
1. There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
2. The clothing we wear indicates our purpose. When we go to the beach, we wear swimming suits. When we go to a wedding, we put on our best clothes. At RWWNMS, we dress for learning.
3. School uniforms put the focus on learning, not fashion. Uniforms also reduce bullying and teasing.

Please support our mission by taking our uniform seriously and wearing it with pride.

a) Description of the Policy
Uniform items should be no larger/smaller than one size of the student’s clothing size.

The RWWNMS uniform is:
Grey (6th Grade & 10th Grade), Gold (7th Grade), Blue (8th Grade), White (9th Grade), Purple (11th Grade), Blue (12th Grade) LAPCS polo shirt
Black bottoms – pants, shorts, skorts, long skirts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)
Grey Sweaters (6th-8th grades)
Grey, Black or White Sweaters (9th-11th grades)
- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only.
- No jeans (except on Fridays at RWNMS).
- No short skirts.
- No hoodies.
- Only closed-toe footwear with flat rubber soles. Shoes should be black, white or mixture of those 2 colors.
- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retains the discretion to decide what is considered distracting attire.
- If your child participates in physical education, he/she must wear the RWNMS physical education uniform, or a plain white t-shirt and dark heather grey athletic pants or shorts without pockets.
- Out of uniform consequences are:
  - 1st offense – Verbal warning
  - 2nd offense – Parent phone call
  - 3rd offense – Parent meeting

Safe Ingress/Egress Procedures
(1) Supervision of Students
Each morning as students arrive on campus, staff are strategically assigned to designated areas to monitor activities; staff circulate around the campus greeting and supervising students. During the lunch period, staff and volunteers patrol the cafeteria and blacktop areas. When students are dismissed at the end of the day, staff supervise designated zones on campus to ensure students leave campus in a safe and orderly manner.

(2) Visitors
Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, have their ID checked, obtain and wear a visitor’s badge, and then return to the school office upon departure.