ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER
ALTUS SCHOOLS EAST COUNTY ▪ MIRUS SECONDARY ▪ ALTUS SCHOOLS SOUTH BAY

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman
Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

REGULAR BOARD OF DIRECTORS MEETING
Wednesday, February 28, 2024, 1:00 p.m.
Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123, 514 Via De La Valle, Suite 303, Solana Beach, CA 92075,4179 Middlesex Drive, San Diego, CA 92116, 2901 Gibson Street, Bakersfield, CA 93308

and at

North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference will be accessible prior to the start of the meeting at
Audeo II: https://audeo2.com/board-and-governance/
Audeo III: https://audeo3.com/board-and-governance/
Audeo Valley: https://audeovalley.com/board-and-governance/
Mirus: https://miruscharter.com/board-of-directors/
Altus Schools East County: https://grossmontsecondarycharter.com/board-and-governance/
Altus Schools South Bay: https://sweetwatersecondarycharter.com/board-and-governance/

This agenda contains a brief, general description of each item to be considered.
Except as otherwise provided by law, no action shall be taken on any item not appearing in the following agenda.

1.0 OPEN SESSION

1.1 Call to Order
1.2 Roll Call
1.3 Establishment of Quorum
1.4 Pledge of Allegiance
1.5 Approval of Agenda *P.1-3*

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the "Raise Hand" feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board's prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-agenda Public Comment
2.2 Agenda Items Public Comment

3.0 CLOSED SESSION

3.1 Board Chairman Announcement Regarding Closed Session Items
3.2 Public Comment on Closed Session Items

MOVE TO CLOSED SESSION

3.2.1 Conference With Legal Counsel—Anticipated Litigation
Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9: (one case)

4.0 RETURN TO OPEN SESSION

4.1 Report out of action taken in closed session, if any.

5.0 ADMINISTRATIVE ITEMS

5.1 Review and Consider Approval of the Amendment to the Employment Agreement of Superintendent School Services and Founder to Allow an Increase in Cost of Health Benefits

5.2 California Fair Political Practices Commission Statement of Economic Interest – Form 700 Annual Filing P.4-26

5.3 Superintendent School Services and Founder's Report

5.3.1 School Outreach

5.3.2 Annual Site Visit Conducted on January 17-19, 2024

5.3.2.1 Altus Schools East County P.27-28

5.3.2.2 Altus Schools South Bay P.29-30

5.3.3 Altus Schools Dashboard Outcomes 2023 Presentation by Aaron Smith

5.3.4 Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula Budget Overview for Parents Presentation by Tim Tuter

5.3.4.1 Audeo Charter School II P.31-55

5.3.4.2 Audeo Charter School III P.56-80

5.3.4.3 Audeo Valley Charter P.81-105

5.3.4.4 Altus Schools East County P.106-130

5.3.4.5 Mirus Secondary P.131-155

5.3.4.6 Altus Schools South Bay P.156-180

5.4 Strategic Plan Update

5.4.1 School Productivity Indicators

5.4.1.1 Audeo Charter School II P.181-183

5.4.1.1.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.2 Audeo Charter School III P.184-186

5.4.1.2.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.3 Audeo Valley Charter P.187-189

5.4.1.3.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.4 Altus Schools East County P.190-192

5.4.1.4.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.5 Mirus Secondary P.193-195

5.4.1.5.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

5.4.1.6 Altus Schools South Bay P.196-198

5.4.1.6.1 School Participation Report for the Period of 2023- 2024
Month 5 - 7: 10/23/2023 – 01/12/2024

6.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Superintendent School Services and Founder recommends approval of all consent agenda items.

6.1 Consent Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, and Altus Schools South Bay for Each School

6.1.1 Consider Approval of Board Meeting Minutes for December 7, 2023 P.199-204

6.1.2 Consider Approval of Amendments to the Board Policies P.205-507

6.1.3 Consider Approval of Board Resolution Amending a Conflict of Interest Code P.508-509

6.1.4 Consider Approval of Amendments to the Conflict of Interest Code P.510-512

7.0 Action Items For Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Altus Schools East County, Mirus Secondary, And Altus Schools South Bay For Each School

7.1.1 Consider Approval of the Comprehensive School Safety Plan 2023-2024

7.1.1.1 Audeo Charter School II P.513-667

7.1.1.2 Audeo Charter School III P.668-819

7.1.1.3 Audeo Valley Charter School P.820-980

7.1.1.4 Altus Schools East County P.981-1142

7.1.1.5 Mirus Secondary P.1143-1253

7.1.1.6 Altus Schools South Bay P.1254-1420

8.0 ACTION ITEMS

8.1 Actions Items for Audeo Charter School II

8.1.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.31-55

***8.2* Actions Items for Audeo Charter School III**

8.2.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.56-80

8.3 Actions Items for Audeo Valley Charter

8.3.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.81-105

8.4 Actions Items for Altus Schools East County

8.4.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.106-130

8.5 Actions Items for Mirus Secondary

8.5.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.131-155

8.6 Actions Items for Altus Schools South Bay

8.6.1 Consider Approval of the Annual Update to the Local Control and Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF) Budget Overview P.156-180

9.0 BOARD COMMENTS AND ANNOUNCEMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

10.0 ADJOURNMENT

Next Regular Board Meeting: June 26, 2024, 8:30 a.m.

Meeting Agenda available at:

www.audeo2.com, audeo3.com, audeovalley.com, grossmontsecondarycharter.com, miruscharter.com, sweetwatersecondarycharter.com

Accommodation –Altus Schools Southern California Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Allison Fleck, has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings. Please notify Allison Fleck at (858) 678-2050 twenty-four (24) hours or more prior to disability accommodations being needed in order to participate in the meeting. Translation services are available by notifying Hayley Beaupre at (858) 678-3908 twenty-four (24) hours or more prior to the board meeting. In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 3252 Bonita Road, Chula Vista, CA 91910; or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact Allison Fleck at (858) 678 -2050.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda at the Altus Schools Southern California Resource Centers and Offices noted above, and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Grossmont Secondary, Mirus Secondary, and Sweetwater Secondary webpages on February 23, 2024.

2023-2024 Statement of Economic Interests

Form 700

A Public Document

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Restrictions and Prohibitions p.19
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Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3050 • Sacramento, CA 95811
Email Advice: advice@fppc.ca.gov
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2023

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 2 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entitites/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, cryptocurrency, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to **$590** for calendar years **2023** and **2024**. The gift limit was $520 for calendar years 2021 and 2022.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

  Exception:

  - Candidates for a county central committee are not required to file the Form 700
  - Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at *www.fppc.ca.gov.*

Where to file:

87200 Filers

State offices	➲	Your agency
Judicial offices	➲	The clerk of your court
Retired Judges	➲	Directly with FPPC
County offices	➲	Your county filing official
City offices	➲	Your city clerk
Multi-County offices	➲	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Newly Created Boards and Commissions: File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates file as follow:

State offices, Judicial offices and multi-county offices	➲	County elections official with whom you file your declaration of candidacy
County offices	➲	County elections official
City offices	➲	City Clerk
Public Employee's Retirement System (CalPERS)	➲	CalPERS
State Teacher's Retirement Board (CalSTRS)	➲	CalSTRS

How to file:

The Form 700 is available at *www.fppc.ca.gov*. Form 700 schedules are also available in Excel format. Each Statement must have a handwritten "wet" signature or "secure electronic signature," meaning either (1) a signature submitted using an approved electronic filing system or (2) if permitted by the filing officer, a digital signature submitted via the filer's agency email address. (See Regulations 18104 and 18757.) Companies such as Adobe and DocuSign offer digital signature services. All statements are signed under the penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

When to file:

Annual Statements

➲ **March 1, 2024**

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

➲ **April 2, 2024**

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2023, and December 31, 2023, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2025, or April 1, 2025, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2024. (See Reference Pamphlet, page 6, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at *www.fppc.ca.gov.*

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Report: Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position.

For positions subject to confirmation by the State Senate or the Commission on Judicial Appointments, your assuming office date is the date you were appointed or nominated to the position.

- Example: Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions Maria holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Report: Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment.

Annual Statement:

Generally, the period covered is January 1, 2023, through December 31, 2023. If the period covered by the statement is different than January 1, 2023, through December 31, 2023, (for example, you assumed office between October 1, 2022, and December 31, 2022 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2023.
- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2023, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2023, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2022, and December 31, 2022, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Report: Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2023.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at *www.fppc.ca.gov.*

Note: Once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

Expanded Statement:

If you hold multiple positions subject to reporting requirements, you may be able to file an expanded statement for each position, rather than a separate and distinct statement for each position. The expanded statement must cover all reportable interests for all jurisdictions and list all positions on the Form 700 or on an attachment for which it is filed. The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE
A PUBLIC DOCUMENT

Date Initial Filing Received
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner (Statewide Jurisdiction)

☐ Multi-County _____

☐ County of _____

☐ City of _____

☐ Other _____

3. Type of Statement *(Check at least one box)*

☐ **Annual:** The period covered is January 1, 2023, through December 31, 2023.

-or-

The period covered is _____/_____/_____, through December 31, 2023.

☐ **Assuming Office:** Date assumed _____/_____/_____

☐ **Leaving Office:** Date Left _____/_____/_____
(Check one circle.)

☐ The period covered is January 1, 2023, through the date of leaving office.

-or-

☐ The period covered is _____/_____/_____, through the date of leaving office.

☐ **Candidate:** Date of Election _____ and office sought, if different than Part 1: _____

4. Schedule Summary (required)

► ***Total number of pages including this cover page:*** _____

Schedules attached

☐ **Schedule A-1 -** *Investments* – schedule attached

☐ **Schedule A-2 -** *Investments* – schedule attached

☐ **Schedule B -** *Real Property* – schedule attached

☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached

☐ **Schedule D -** *Income – Gifts* – schedule attached

☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER

( )

EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____
(month, day, year)

Signature _____
(File the originally signed paper statement with your filing official.)

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court).
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst).
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission) you may be required to file separate and distinct statements with each agency. To simplify your filing obligations, in some cases you may instead complete a single expanded statement and file it with each agency.
  - The rules and processes governing the filing of an expanded statement are set forth in Regulation 18723.1. To file an expanded statement for multiple positions, enter the name of each agency with which you are required to file and your position title with each agency in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement disclosing all reportable interests for all jurisdictions. Then file the expanded statement with each agency as directed by Regulation 18723.1(c).

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand their annual filing to include both positions.

Example:

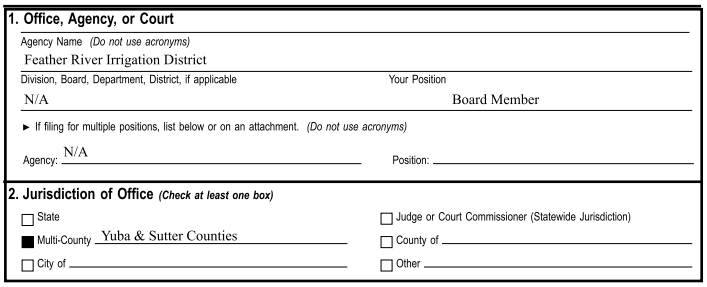
Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers the Counties of Placer and Yuba. The City is located within Placer County. Brian may complete one expanded statement to disclose all reportable interests for both offices and list both positions on the Cover Page. Brian will file the expanded statement with each the City and the District as directed by Regulation 18723.1(c).

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.


1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*: Feather River Irrigation District

Division, Board, Department, District, if applicable: N/A

Your Position: Board Member

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: N/A Position:

2. Jurisdiction of Office *(Check at least one box)*

☐ State
☐ Judge or Court Commissioner (Statewide Jurisdiction)
■ Multi-County Yuba & Sutter Counties
☐ County of
☐ City of
☐ Other

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2023 annual statement, **do not** change the pre-printed dates to reflect 2024. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2024, through December 31, 2024, will be disclosed on your statement filed in 2025. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements for the same position may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. Each statement must have an original "wet" signature unless filed with a secure electronic signature. (See page 3 above.) All statements must be signed under penalty of perjury and be verified by the filer pursuant to Government Code Section 81004. See Regulation 18723.1(c) for filing instructions for copies of expanded statements. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1
Investments
Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Investments must be itemized.
Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ☐ Income Received of $0 - $499
☐ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/23 ACQUIRED ____/____/23 DISPOSED

Comments: _____

Instructions – Schedules A-1 and A-2
Investments

"Investment" means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 8, for the definition of "business entity.")
- Your spouse's or registered domestic partner's investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Cryptocurrency
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)

Reminders

- Do you know your agency's jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity. Do not use acronyms for the name of the business entity, unless it is one that is commonly understood by the public.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. Frank's conflict of interest code requires full disclosure of investments. Frank must disclose stock holdings of $2,000 or more in any company that is located in or does business in California, as well as those stocks held by Franks's spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. Alice has a 4% interest, worth $5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of $500 or more received from the partnership on Schedule C.

SCHEDULE A-2
Investments, Income, and Assets of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

▶ 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED
__/__/23 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED
__/__/23 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

---

▶ 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED
__/__/23 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED
__/__/23 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule A-2
Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling $2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was $2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was $10,000 or more during the reporting period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of $10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of $10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable $10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was $2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE B
Interests in Real Property
(Including Rental Income)

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED __/__/23 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/23 ACQUIRED __/__/23 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

Comments: _____

Instructions – Schedule B
Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are <u>not</u> required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Some interests in real property held through a blind trust (See Reference Pamphlet, page 16.)
    - **Please note:** A non-reportable property can still be grounds for a conflict of interest and may be disqualifying.

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.
- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was $10,000 or more during the reporting period. If you received a total of $10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the first and last name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total $500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

  When reporting a loan:
    - Provide the name and address of the lender.
    - Describe the lender's business activity.
    - Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
    - Check the box indicating the highest balance of the loan during the reporting period.
    - Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, Allison received rental income of $12,000, from a single tenant who rented property owned in the city's jurisdiction. If Allison received $6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her $10,000 or more. A married couple is considered a single tenant.


ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
4600 24th Street
CITY
Sacramento
FAIR MARKET VALUE
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☒ $100,001 - $1,000,000
☐ Over $1,000,000
IF APPLICABLE, LIST DATE:
___/___/ XX ACQUIRED
___/___/ XX DISPOSED
NATURE OF INTEREST
☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold _____ Yrs. remaining ☐ _____ Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED
☐ $0 - $499 ☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
☐ None
Henry Wells
NAME OF LENDER*
Sophia Petroillo
ADDRESS (Business Address Acceptable)
2121 Blue Sky Parkway, Sacramento
BUSINESS ACTIVITY, IF ANY, OF LENDER
Restaurant Owner
INTEREST RATE
8 %
☐ None
TERM (Months/Years)
15 Years
HIGHEST BALANCE DURING REPORTING PERIOD
☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
☐ Guarantor, if applicable
Comments: _____

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

SCHEDULE C
Income, Loans, & Business Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

INTEREST RATE _____% ☐ None

TERM (Months/Years) _____

SECURITY FOR LOAN
- ☐ None ☐ Personal residence
- ☐ Real Property _____ *Street address*

_____ *City*

- ☐ Guarantor _____
- ☐ Other _____ *(Describe)*

Comments: _____

Instructions – Schedule C
Income, Loans, & Business Positions
(Income Other Than Gifts and Travel Payments)

Reporting Income:
Report the source and amount of gross income of $500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was $500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:
You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:
- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders
- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are <u>not</u> required to report:
- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure
- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of $10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period
- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
  - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
  - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE D
Income – Gifts

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

Comments: _____

Instructions – Schedule D
Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is $50 or more. In addition, multiple gifts totaling $50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over $50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

Reminders

- Gifts from a single source are subject to a $590 limit in 2023. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

You are <u>not</u> required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than $250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name _____

SCHEDULE E
Income – Gifts
Travel Payments, Advances, and Reimbursements

- **Mark either the gift or income box.**
- **Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.**
- **For gifts of travel, provide the travel destination.**

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

☐ Made a Speech/Participated in a Panel

☐ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

Comments: _____

Instructions – Schedule E
Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" to read about travel payments under section 89506(a).)

You are <u>not</u> required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

  Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
  - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling $50 or more from a single source during the period covered by the statement.

    When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination.**
  - **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling $500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

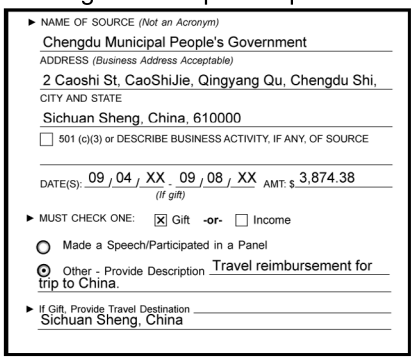
Example:

City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for MaryClaire's travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which they are not providing services are likely considered gifts. Note that the same payment from a 501(c)(3) would NOT be reportable.


► NAME OF SOURCE *(Not an Acronym)*
Health Services Trade Association
ADDRESS *(Business Address Acceptable)*
1230 K Street, Suite 610
CITY AND STATE
Sacramento, CA
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
Association of Healthcare Workers
DATE(S): __/__/____ - __/__/____ *(If gift)* AMT: $ 550.00
► MUST CHECK ONE: ☐ Gift -or- ☒ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for board meeting.
► If Gift, Provide Travel Destination

Example:

Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel, but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)


► NAME OF SOURCE *(Not an Acronym)*
Chengdu Municipal People's Government
ADDRESS *(Business Address Acceptable)*
2 Caoshi St, CaoShiJie, Qingyang Qu, Chengdu Shi,
CITY AND STATE
Sichuan Sheng, China, 610000
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): 09 / 04 / XX - 09 / 08 / XX *(If gift)* AMT: $ 3,874.38
► MUST CHECK ONE: ☒ Gift -or- ☐ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for trip to China.
► If Gift, Provide Travel Destination
Sichuan Sheng, China

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their economic interests including personal assets and income. The Act's conflict of interest provisions also disqualify a public official from taking part in a governmental decision if it is reasonably foreseeable that the decision will have a material financial effect on these economic interests as well as the official's personal finances and those of immediate family. (Gov. Code Sections 87100 and 87103.) The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the Act's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2023-2024, the gift limit increased to $590 from a single source during a calendar year.

Additionally, state officials, state candidates, and certain state employees are subject to a $10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest page at *www.fppc.ca.gov.*

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is $10 per day up to a maximum of $100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to $5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?

A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?

A. Yes, three are required. However, you may instead complete an expanded statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Disclose all reportable economic interests in all three jurisdictions on the expanded statement. File the expanded statement for your primary position providing an original "wet" signature unless filed with a secure electronic signature. (See page 3 above.) File copies of the expanded statement with the other two agencies as required by Regulation 18723.1(c). Remember to complete separate statements for positions that you leave or assume during the year.

Q. I am a department head who recently began acting as city manager. Should I file as the city manager?

A. Yes. File an assuming office statement as city manager. Persons serving as "acting," "interim," or "alternate" must file as if they hold the position because they are or may be performing the duties of the position.

Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse's income, investments, and interests in real property?

A. Yes. A public official must continue to report a spouse's economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse's income may not have to be reported. Contact the FPPC for more information.

Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?

A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?

A. Probably. The definition of "doing business in the jurisdiction" is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)

Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?

A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.

Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?

A. Yes. Disclose on Schedule A-1 or A-2 any stock worth $2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers
Continued

Q. The value of my stock changed during the reporting period. How do I report the value of the stock?

A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity's website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth $2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at $2,000 - $10,000. Late last year the value of this stock fell below and remains at less than $2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than $2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below $2,000, you may want to report the stock and note in the "comments" section that the value fell below $2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at $2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is $10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is $10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at *www.fppc.ca.gov.* (See Reference Pamphlet, page 14.)

Questions and Answers
Continued

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of $10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My spouse is a partner in a four-person firm where all of their business is based on their own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your spouse's investment in the firm is 10% or greater, disclose 100% of your spouse's share of the business on Schedule A-2, Part 1 and 50% of your spouse's income on Schedule A-2, Parts 2 and 3. For example, a client of your spouse's must be a source of at least $20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting $10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in that real property.

Questions and Answers
Continued

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at $100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?

A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2023 the gift limit was $590, so the Bensons may have given the supervisor artwork valued at no more than $1,080. The supervisor must identify Jared and Julia Benson as the sources of the gift.

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought $10 worth of raffle tickets and won a gift basket valued at $120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at $70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at $110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total $50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?

A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

CALIFORNIA DEPARTMENT OF EDUCATION
TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 7, 2024

Communication Sent via Email

Wayland Myers, Board Chair
Allison Fleck, School Coordinator
Tim Tuter, Executive Director
Lynne Alipio, Chief Business Officer
Altus Schools East County
10170 Huennekens St.
San Diego, CA 92121

Dear Mr. Myers, Ms. Fleck, Mr. Tuter, and Ms. Alipio:

Subject: Summary of Annual Site Visit for Altus Schools East County Conducted on January 17–19, 2024

This letter follows the annual site visit of Altus Schools East County (ASEC), formerly named Grossmont Secondary, by the California Department of Education (CDE). The preparation by ASEC for the site visit was evident and is appreciated.

Based on interviews of ASEC leadership and staff, document review, and resource center observations, the CDE has determined that ASEC is in compliance with its charter and the Memorandum of Understanding between the California State Board of Education and ASEC.

The CDE will continue to monitor the academic performance and fiscal viability of ASEC, which could result in the CDE requesting a written response and/or additional documentation.

If you have questions, please contact Craig Heimbichner, Education Administrator, Charter Schools Division, by phone at 916-323-5759 or by email at cheimbichner@cde.ca.gov.

Sincerely,

/s/

Craig Heimbichner, Education Administrator
Charter Schools Division

CH:af

cc: Brooks Allen, Executive Director, California State Board of Education
Len Garfinkel, General Counsel, Legal, Audits, and Charters Branch, California Department of Education

Sent via Email to the Following:
wmyers@myersmediagroup.com
afleck@grossmontcharter.com
ttuter@altusschools.net
lalipio@altusschools.net

CALIFORNIA DEPARTMENT OF EDUCATION
TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 7, 2024

Communication Sent via Email

Wayland Myers, Board Chair
Allison Fleck, School Coordinator
Tim Tuter, Executive Director
Lynne Alipio, Chief Business Officer
Altus Schools South Bay
3252 Bonita Rd.
Chula Vista, CA 91910

Dear Mr. Myers, Ms. Fleck, Mr. Tuter, and Ms. Alipio:

Subject: Summary of Annual Site Visit for Altus Schools South Bay Conducted on January 17–19, 2024

This letter follows the annual site visit of Altus Schools South Bay (ASSB), formerly named Sweetwater Secondary, by the California Department of Education (CDE). The preparation by ASSB for the site visit was evident and is appreciated.

Based on interviews of ASSB leadership and staff, document review, and resource center observations, the CDE has determined that ASSB is in compliance with its charter and the Memorandum of Understanding between the California State Board of Education and ASSB.

The CDE will continue to monitor the academic performance and fiscal viability of ASSB, which could result in the CDE requesting a written response and/or additional documentation.

If you have questions, please contact Craig Heimbichner, Education Administrator, Charter Schools Division, by phone at 916-323-5759 or by email at cheimbichner@cde.ca.gov.

Sincerely,

/s/

Craig Heimbichner, Education Administrator
Charter Schools Division

CH:af

cc: Brooks Allen, Executive Director, California State Board of Education
Len Garfinkel, General Counsel, Legal, Audits, and Charters Branch, California Department of Education

Sent via Email to the Following:
wmyers@myersmediagroup.com
afleck@grossmontcharter.com
ttuter@altusschools.net
lalipio@altusschools.net

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

Audeo II Charter School

February 2024

Local Control Accountability Plan

- The LCAP, or **Local Control Accountability Plan**, outlines the school's **goals, priorities, and actions** to improve student engagement and achievement
- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

Audeo II Charter School

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

Audeo II Charter School

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

Audeo II Charter School

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students- data not displayed for privacy

July 2023-December 2023	
Schoolwide	97.3%
Hispanic	97.2%
White	98.2%
African American	*
EL	97.25
SED	96.9%
Students with Disabilities	96.1%
Foster Youth	*
Homeless	92.1%
Cadet Corps	*
Pregnant/Parenting	*

Audeo II Charter School

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported- data not displayed for privacy

July 2023-December 2023	
Schoolwide	0%
Hispanic	0%
White	0%
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Audeo II Charter School

Additional Goal 1 Metrics

- 100% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- 97% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$3,848.00	3,830.00
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$153,039.00	50,661.00
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$810,070.00	283,876.00
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$695,809.00	163,026.00
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$555,852.00	265,760.00
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$18,865.00	6,410.00
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$198,222.00	69,892.00

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

Audeo II Charter School

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

Audeo II Charter School

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 29 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$167,674.00	59,750.00
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$156,990.00	50,193.00
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$235,314.00	179,529.00

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction
  (State Priority: Implementation of State Standards)
- 100% of students report high levels of satisfaction with their overall education
  (State Priority: School Climate)
- 100% of parents and family members report high levels of satisfaction with their child's education
  (State Priority: School Climate)

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$37,317.00	11,787.00
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$13,939.00	6,340.00

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$63,894.00	24,725.00
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$41,831.00	19,731.00
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$84,260.00	48,211.00

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 25 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 100% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$443,100.00	271,058.00
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$12,189.00	8,640.00

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$1,523,419**
- As of January 2024, the total amount of Contributing Expenditures are **$396,963**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

Audeo II Charter School

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

Audeo 3 Charter School

February 2024

Local Control Accountability Plan

- The LCAP, or **Local Control Accountability Plan**, outlines the school's **goals, priorities, and actions** to improve student engagement and achievement
- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

Audeo 3 Charter School

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

Audeo³ Charter School

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

Audeo^3 Charter School

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

Audeo^3 Charter School

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students- data not displayed for privacy

July 2023-December 2023	
Schoolwide	94.7%
Hispanic	94.1%
White	96.8%
African American	*
EL	94.9%
SED	92.1%
Students with Disabilities	97.3%
Foster Youth	*
Homeless	86.3%
Cadet Corps	*
Pregnant/Parenting	*

Audeo^3 Charter School

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported
- *Less than 11 students- data not displayed for privacy

July 2023-December 2023	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	*

Audeo 3 Charter School

Additional Goal 1 Metrics

- 100% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- 93% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Audeo 3 Charter School

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$2,112.00	1,914.00
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$68,428.00	33,712.00
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$345,456.00	162,633.00
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$297,396.00	57,504.00
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$442,938.00	136,365.00
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$7,744.00	2,949.00
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$94,545.00	42,559.00

Audeo 3 Charter School

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

Audeo^3 Charter School

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

Audeo 3 Charter School

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 2 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Audeo^3 Charter School

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$74,486.00	34,970.00
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$214,684.00	86,012.00
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$124,500.00	91,870.00

Audeo 3 Charter School

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

Audeo 3 Charter School

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction
  (State Priority: Implementation of State Standards)
- 100% of students report high levels of satisfaction with their overall education
  (State Priority: School Climate)
- 100% of parents and family members report high levels of satisfaction with their child's education
  (State Priority: School Climate)

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$15,291.00	7,551.00
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$6,395.00	3,171.00

Audeo3 Charter School

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

Audeo 3 Charter School

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 90% of students report high levels of school safety satisfaction
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Audeo 3 Charter School

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$34,951.00	13,020.00
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$19,187.00	9,704.00
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$45,855.00	17,006.00

Audeo 3 Charter School

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

Audeo 3 Charter School

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 24 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 100% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$221,875.00	128,418.00
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$5,958.00	2,980.00

Audeo^3 Charter School

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$832,338**
- As of January 2024, the total amount of Contributing Expenditures are **$242,944**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

Audeo³ Charter School

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

Audeo 3 Charter School

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

Audeo Valley Charter School

February 2024

Local Control Accountability Plan

- The LCAP, or **Local Control Accountability Plan**, outlines the school's **goals, priorities, and actions** to improve student engagement and achievement
- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

Audeo Valley Charter School

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

Audeo Valley Charter School

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

Audeo Valley Charter School

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

Audeo Valley Charter School

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-December 2023	
Schoolwide	98.6%
Hispanic	98.3%
White	99.4%
African American	98.5%
EL	99.2%
Students with Disabilities	98.9%
SED	98.7%
Foster Youth	*
Homeless	*
Cadet Corps	99.8%
Pregnant/Parenting	*

Audeo Valley Charter School

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-December 2023	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

Audeo Valley Charter School

Additional Goal 1 Metrics

- 100% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- 95% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$4,685.00	3,025.00
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$188,591.00	68,067.00
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$955,402.00	301,898.00
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$584,106.00	112,498.00
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$343,321.00	173,391.00
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$11,883.00	5,421.00
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$230,133.00	84,330.00

Audeo Valley Charter School

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

Audeo Valley Charter School

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

Audeo Valley Charter School

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 11 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$199,800.00	74,662.00
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$175,403.00	62,787.00
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$123,976.00	59,390.00

Audeo Valley Charter School

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

Audeo Valley Charter School

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction ***(State Priority: Implementation of State Standards)***
- 87% of students report high levels of satisfaction with their overall education ***(State Priority: School Climate)***
- 100% of parents and family members report high levels of satisfaction with their child's education ***(State Priority: School Climate)***

Audeo Valley Charter School

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$45,779.00	19,064.00
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$12,937.00	6,337.00

Audeo Valley Charter School

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

Audeo Valley Charter School

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 100% of students report high levels of school safety satisfaction
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$57,988.00	28,371.00
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$42,118.00	14,770.00
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$75,661.00	34,260.00

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

Audeo Valley Charter School

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 8 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 100% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$457,061.00	186,496.00
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$12,993.00	5,846.00

Audeo Valley Charter School

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$1,240,613**
- As of January 2024, the total amount of Contributing Expenditures are **$374,125**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

Audeo Valley Charter School

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

Altus School East County

Altus SCHOOLS

February 2024

Local Control Accountability Plan

- The LCAP, or **Local Control Accountability Plan**, outlines the school's **goals, priorities, and actions** to improve student engagement and achievement
- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-December 2023	
Schoolwide	91.8%
Hispanic	91.4%
White	95.1%
African American	94.8%
English Learner	96.3%
SED	90.4%
Foster Youth	*
Homeless	875
Students with Disabilities	91.5%
Cadet Corps	*
Pregnant/Parenting	*

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-December 2023	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	*
Homeless	*

Additional Goal 1 Metrics

- 100% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- 93% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$7,206.00	454.55
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$204,972.00	86,509.31
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$1,137,296.00	436,531.00
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$631,202.00	132,821.15
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$662,844.00	230,956.29
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$13,905.00	5,984.92
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$253,591.00	101,284.99

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 4 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$278,464.00	100,764.72
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$221,929.00	92,342.38
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$205,627.00	150,166.24

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction ***(State Priority: Implementation of State Standards)***
- 93% of students report high levels of satisfaction with their overall education ***(State Priority: School Climate)***
- 100% of parents and family members report high levels of satisfaction with their child's education ***(State Priority: School Climate)***

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$52,187.00	21,484.53
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$17,767.00	9,418.96

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 100% of students report high levels of school safety satisfaction
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$74,916.00	33,870.14
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$49,869.00	24,318.25
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$68,521.00	22,880.19

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 24 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 100% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$522,581.00	192,322.82
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$16,786.00	-

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$1,642,110**
- As of January 2024, the total amount of Contributing Expenditures are **$445,256**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

MIRUS SECONDARY SCHOOL

February 2024

Local Control Accountability Plan

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- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

MIRUS SECONDARY SCHOOL

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

MIRUS SECONDARY SCHOOL

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

MIRUS SECONDARY SCHOOL

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

MIRUS SECONDARY SCHOOL

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-January 2024	
Schoolwide	92%
Hispanic	92.3%
White	92.2%
African American	87.5%
English Learner	85.3%
SED	91.7%
Foster Youth	*
Homeless	88.5%
Students with Disabilities	87.2%
Cadet Corps	*
Pregnant/Parenting	*

MIRUS SECONDARY SCHOOL

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-November 2023	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	*
SED	0%
SWD	0%

MIRUS SECONDARY SCHOOL

Additional Goal 1 Metrics

- 100% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0.4%
  (State Priority: Pupil Engagement)
- 94% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$6,084.00	3,321.00
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$156,069.00	59,294.00
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$937,651.00	348,494.00
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$649,706.00	196,078.00
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$817,343.00	395,026.00
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$40,604.00	19,425.00
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$367,738.00	174,817.00

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

MIRUS SECONDARY SCHOOL

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

MIRUS SECONDARY SCHOOL

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 25 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$195,965.00	90,801.00
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$200,024.00	70,435.00
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$242,981.00	148,365.00

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

MIRUS SECONDARY SCHOOL

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction ***(State Priority: Implementation of State Standards)***
- 100% of students report high levels of satisfaction with their overall education ***(State Priority: School Climate)***
- 100% of parents and family members report high levels of satisfaction with their child's education ***(State Priority: School Climate)***

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$45,864.00	21,702.00
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$18,446.00	8,453.00

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

MIRUS SECONDARY SCHOOL

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 96% of students report high levels of school safety satisfaction
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$55,119.00	23,909.00
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$40,388.00	14,815.00
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$108,370.00	46,590.00

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

MIRUS SECONDARY SCHOOL

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 8 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 95% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$683,928.00	284,129.00
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$15,267.00	7,755.00

MIRUS SECONDARY SCHOOL

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$1,913,409**
- As of January 2024, the total amount of Contributing Expenditures are **$563,422**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

MIRUS SECONDARY SCHOOL

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

MIRUS SECONDARY SCHOOL

Midyear LCAP Update

Tim Tuter

Deputy Superintendent School Services

Altus School South Bay

Altus SCHOOLS

February 2024

Local Control Accountability Plan

- The LCAP, or **Local Control Accountability Plan**, outlines the school's **goals, priorities, and actions** to improve student engagement and achievement
- The LCAP is **collaboratively designed by educational partners**, teachers, staff, students, parents, and community members
- Is focused on **addressing the unique needs of students**, particularly those facing challenges

Purpose of the Midyear LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a Midyear LCAP Update on or before February 28 at a regularly scheduled meeting of the governing board

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP

Five LCAP Goals for 2023-24

Goal 1: Personalized instructional program to increase student engagement and academic achievement

Goal 2: Broad and rigorous course of study that align to content standards

Goal 3: Targeted and data informed professional learning system

Goal 4: Safe environment and supportive school culture to teach and learn

Goal 5: Innovative, engaging and community-based resource centers

LCAP Goal 1 Summary

Provide a **personalized and innovative instructional program** focused on increasing student engagement and academic achievement in performance areas that are appropriate for a school participating in the Dashboard Alternative School Status Program

Key Actions & Services:

- Systematic Approach to Monitor Student Learning
- Pathways Personalized Education Plan
- Multi-Tiered system of Supports (MTSS)

Goal 1 Metric: Student Participation Rate

Metric Notes:

- State Priority: Pupil Engagement
- Target: Exceed 84%
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-January 2024	
Schoolwide	94.9%
Hispanic	94.6%
White	98.3%
African American	94.7%
English Learner	94.8%
SED	94.5%
Foster Youth	*
Homeless	89.8%
Students with Disabilities	94.4%
Cadet Corps	97.8%
Pregnant/Parenting	*

Goal 1 Metric: Chronic Absenteeism Rate

Metric Notes:

- State Priority: Pupil Engagement
- Methodology: Percentage of k-8 students who are absent 10% or more of the instructional days they were enrolled
- Target: Less than 10% status level
- Data Source: Locally reported
- *Less than 11 students-data not displayed for privacy

July 2023-December 2023	
Schoolwide	0%
Hispanic	0%
White	*
African American	*
2+ Races	*
EL	0%
SED	0%
SWD	0%
Homeless	*

Additional Goal 1 Metrics

- 92% of teachers are appropriately assigned and fully credentialed
  (State Priority: Basic)
- Middle School Dropout Rate: 0%
  (State Priority: Pupil Engagement)
- High School Dropout Rate: 0.3%
  (State Priority: Pupil Engagement)
- 92% of students report that they gained confidence in their ability to learn and succeed in school within 90-days of their initial enrollment
  (State Priority: Other Pupil Outcomes)

Goal 1: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 1 Action 1	Systematic Approach to Monitor Student Learning for All Students	No	Fully implemented	$6,479.00	637.04
Goal 1 Action 2	Evaluate and Support English Language Proficiency for English Learners	Yes	Fully implemented	$204,200.00	120,145.44
Goal 1 Action 3	Academic Instruction and Support for All Students	No	Fully implemented	$1,078,249.00	556,371.62
Goal 1 Action 4	Academic Instruction and Support for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$760,880.00	273,742.03
Goal 1 Action 5	Academic Instruction and Support for Students with Disabilities	No	Fully implemented	$1,069,760.00	380,247.85
Goal 1 Action 6	Systematic Monitoring of Academic Performance for All Students	No	Fully implemented	$36,672.00	16,948.54
Goal 1 Action 7	Systematic Monitoring of Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$325,064.00	152,180.59

LCAP Goal 2 Summary

Provide **a broad and rigorous course of study** focused on 21st century learning skills that align to California Content Standards and is accessible to All Students

Key Actions & Services:

- Altus Pathways Advisory Council (APAC)
- UC a-g and NCAA approved course offerings list
- Accelerated, Honors and AP Courses
- CTE Pathways
- Early College Credit Program

Goal 2 Metric: CTE Career Pathways

11 CTE Career Pathways:

- Animal Science
- Business Management
- Child Development
- Design, Visual & Media Arts
- Environmental Sciences
- Hospitality, Tourism & Recreation
- Patient Care
- Public Safety
- Retail Sales & Marketing
- Software & Systems Development
- Teacher Education

Metric Notes:

- State Priority: Course Access
- Target: Maintain high-quality pathways
- Data Source: Locally reported

Additional Goal 2 Metrics

- All instructional materials are standards aligned
  (State Priority: Basic)
- All students had access and were enrolled in a broad course of study
  (State Priority: Course Access)
- Designed and implemented programs and services to pupils with exceptional needs that promote successful transitions to college/career pathways
  (State Priority: Course Access)
- 8 Advanced Placement (AP) courses assigned to students
  (State Priority: Course Access)
- 100% of Core Courses aligned to Common Core State Standards
  (State Priority: Implementation of State Standards)

Additional Goal 2 Metrics

- 100% of Science Courses aligned to Next Generation Science Standards
  (State Priority: Implementation of State Standards)
- 100% of ELA & Social Science Courses aligned to ELD Standards
  (State Priority: Implementation of State Standards)
- 100% of Core Courses will be UC a-g approved
  (State Priority: Implementation of State Standards)
- 100% of CTE Courses will be aligned to CTE Model Curriculum Standards
  (State Priority: Implementation of State Standards)
- Maintained a compliant and accessible Work Experience Education
  (State Priority: Other Pupil Outcomes)

Goal 2: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 2 Action 1	Standards Aligned Course of Study and Curriculum for All Students	No	Fully implemented	$269,075.00	113,593.45
Goal 2 Action 2	Standards Aligned Course of Study and Curriculum for English Learners and Low-Income Students	Yes	Fully implemented	$229,310.00	108,731.19
Goal 2 Action 3	College/Career Pathways for All Students	No	Fully implemented	$224,467.00	137,210.16

LCAP Goal 3 Summary

Implement a **targeted and data informed professional learning system** to increase teacher effectiveness and promote high-quality instruction schoolwide

Key Actions & Services:

- Altus University (AU)
- Leading Edge Certification
- Executive Studies and Fellows Program
- Youth Mental Health First Aid Training
- CTE and Early College Credit Program Training for Staff

Goal 3 Metrics

- English Learner Achievement Department (ELAD) have provided four trainings to staff focused on Assessment, Curriculum, Equity and Instruction
  (State Priority: Implementation of State Standards)
- 100% of students report high levels of satisfaction with their overall education
  (State Priority: School Climate)
- 100% of parents and family members report high levels of satisfaction with their child's education
  (State Priority: School Climate)

Goal 3: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 3 Action 1	Professional Development Focused on Improving Academic Performance for All Students	No	Fully implemented	$46,090.00	23,802.59
Goal 3 Action 2	Professional Development Focused on Improving Academic Performance for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$27,919.00	13,252.03

LCAP Goal 4 Summary

Provide a **safe environment and supportive school culture** for all educational partners to teach and learn

Key Actions & Services:

- Executive School Safety Committee
- School Safety Plan
- Resource Center Safety Ambassadors
- Healthy Youth Department
- Character and Leadership Development

Goal 4 Metrics

- Student Suspensions: 0%
  (State Priority: School Climate)
- Student Expulsion Rate: 0%
  (State Priority: School Climate)
- 100% of students report high levels of school safety satisfaction
  (State Priority: School Climate)
- 100% of parents and family members report high levels of school safety satisfaction
  (State Priority: School Climate)
- Maintained a School Safety Plan that meets the needs of educational partners and is compliant
  (State Priority: School Climate)

Goal 4: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 4 Action 1	Safe and Supportive Schools for All Students	No	Fully implemented	$83,928.00	45,941.10
Goal 4 Action 2	Social, Emotional and Behavioral Support Systems for All Students	No	Fully implemented	$52,999.00	31,188.77
Goal 4 Action 3	Social, Emotional and Behavioral Support Systems for Low-Income students and Foster Youth	Yes	Fully implemented	$111,656.00	54,867.03

LCAP Goal 5 Summary

Provide **innovative, engaging and a community-based resource centers** to service and support students, parents and family members

Key Actions & Services:

- Family Learning Series
- ParentSquare
- College & Career Week
- Open House and Senior Night Events
- Alumni Community

Goal 5 Metrics

- 100% of school facilities are determined to be in Good Repair status, clean, safe and functional for teaching and learning
  (State Priority: Basic)
- Provided parental involvement opportunities for parents of English Learners and Special Education (i.e., ELAC, Open House, School Site Council, and more)
  (State Priority: Parental Involvement)
- Maintained 25 community-based partnerships to support the academic, physical and social-emotional needs of students and families
  (State Priority: Parental Involvement)
- Provided seven Family Learning Series to parents and family members
  (State Priority: Parental Involvement)
- 98% of parents and family members report that the Resource Centers provide innovative learning opportunities for students
  (State Priority: Parental Involvement)

Goal 5: Midyear Expenditure & Implementation Status

Goal and Actions	Action Title	Contributing	Implementation Note	Total Funds Budgeted	Mid-Year Expenditures
Goal 5 Action 1	Engagement Opportunities for All Students	No	Fully implemented	$737,419.00	345,260.00
Goal 5 Action 2	Engagement Opportunities for English Learners, Low-Income students, and Foster Youth	Yes	Fully implemented	$20,888.00	0.00

LCAP Midyear Expenditures - Overview for Parents

- As of January 2024, the total amount of Midyear Expenditures are **$2,374,119**
- As of January 2024, the total amount of Contributing Expenditures are **$722,918**
  - Contributing expenditures are targeted actions designed to increase or improve services for high needs students in the LCAP

Midyear LCAP Summary

- Educational partners continue to be satisfied with the implementation progress of the LCAP Actions and Expenditures
- Student outcomes related to Student Engagement remain excellent
- Please let us know if you have questions, comments and/or suggestion
- Thank you for your ongoing support!

Audeo II Charter School

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**280**	**261**	**85.0%**	**83.0%**	**94.4%**	**97.7%**
Totals October/November 2022	**280**	**225**	**70.8%**	**66.9%**	**90.4%**	**92.4%**
Difference	**0**	**36**	**14.2%**	**16.1%**	**4.0%**	**5.3%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	40	93.4%	82.3%	100.0%	99.8%
SD	NC	NC2		40	39	84.9%	79.8%	90.1%	94.4%
SD	NC	NC3		40	32	74.3%	77.8%	93.7%	98.1%
SD	NC	NC4		40	39	87.0%	79.6%	95.8%	97.5%
SD	SC	SC1		40	34	74.5%	84.1%	91.1%	96.5%
SD	SC	SC2		40	37	83.8%	85.6%	92.2%	97.2%
SD	VT	VT2		40	40	97.0%	93.9%	97.0%	98.9%

Audeo II Charter School

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**280**	**258**	**86.5%**	**83.7%**	**94.9%**	**97.3%**
Totals November/December 2022	**280**	**224**	**70.7%**	**67.6%**	**89.4%**	**91.9%**
Difference	**0**	**34**	**15.8%**	**16.1%**	**5.5%**	**5.4%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	39	96.0%	84.1%	100.0%	99.9%
SD	NC	NC2		40	40	90.8%	81.3%	92.4%	94.1%
SD	NC	NC3		40	31	75.3%	77.5%	98.5%	98.1%
SD	NC	NC4		40	40	97.0%	81.9%	97.5%	97.5%
SD	SC	SC1		40	34	73.8%	82.7%	89.0%	95.6%
SD	SC	SC2		40	34	75.8%	84.3%	89.2%	96.2%
SD	VT	VT2		40	40	96.7%	94.3%	96.7%	98.6%

Audeo II Charter School

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**280**	**259**	**86.8%**	**84.3%**	**95.4%**	**97.2%**
Totals December 2022/January 2023	**280**	**229**	**73.9%**	**68.4%**	**91.1%**	**91.9%**
Difference	**0**	**30**	**12.9%**	**15.9%**	**4.3%**	**5.3%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	NC	NC1		40	39	95.0%	84.9%	97.4%	99.7%
SD	NC	NC2		40	37	85.0%	81.6%	91.9%	93.9%
SD	NC	NC3		40	37	88.4%	78.2%	100.0%	98.3%
SD	NC	NC4		40	40	93.1%	82.7%	96.1%	97.4%
SD	SC	SC1		40	35	77.2%	82.3%	89.5%	95.1%
SD	SC	SC2		40	33	74.1%	83.6%	92.2%	95.9%
SD	VT	VT2		40	38	95.0%	94.3%	100.0%	98.7%

Audeo³ Charter School

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**142**	**62.8%**	**79.1%**	**89.5%**	**95.4%**
Totals October/November 2022	**160**	**112**	**61.1%**	**65.0%**	**88.3%**	**90.8%**
Difference	**40**	**30**	**1.7%**	**14.1%**	**1.2%**	**4.6%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	32	67.4%	82.9%	84.2%	93.0%
SD	ES	ES2		40	27	61.3%	69.8%	90.8%	96.2%
SD	ES	ES3		40	27	57.9%	54.4%	88.4%	93.9%
SD	ES	ES4		40	27	61.7%	73.8%	94.4%	97.2%

Audeo³ Charter School

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**155**	**67.5%**	**77.2%**	**90.2%**	**94.7%**
Totals November/December 2022	**160**	**114**	**63.7%**	**64.8%**	**91.4%**	**90.9%**
Difference	**40**	**41**	**3.8%**	**12.4%**	**-1.2%**	**3.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	ES	ES1		40	33	73.2%	81.6%	90.7%	92.7%
SD	ES	ES2		40	31	68.2%	69.6%	91.3%	95.5%
SD	ES	ES3		40	30	62.7%	56.1%	86.6%	92.1%
SD	ES	ES4		40	27	61.2%	72.0%	90.6%	96.4%

Audeo³ Charter School

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**200**	**155**	**69.6%**	**76.2%**	**91.0%**	**94.4%**
Totals December 2022/January 2023	**120**	**120**	**87.2%**	**67.3%**	**87.7%**	**90.6%**
Difference	**80**	**35**	**-17.6%**	**8.9%**	**3.3%**	**3.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SD	ES	ES1		40	33	73.8%	81.1%	89.4%	92.5%
SD	ES	ES2		40	30	64.4%	69.2%	88.0%	95.0%
SD	ES	ES3		40	31	72.2%	57.7%	93.1%	92.3%
SD	ES	ES4		40	26	60.0%	71.2%	92.3%	96.1%
SD	VT	VT1		40	35	77.5%	75.4%	92.2%	95.5%

Audeo Valley Charter

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**240**	**252**	**100.5%**	**102.0%**	**97.8%**	**98.7%**
Totals October/November 2022	**240**	**247**	**93.5%**	**86.6%**	**92.5%**	**93.1%**
Variance:	**0**	**5**	**7.0%**	**15.4%**	**5.3%**	**5.6%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	42	102.4%	107.0%	99.0%	99.4%
RV	MR	MR3		40	43	97.1%	101.0%	94.1%	97.2%
RV	MR	MR4		40	43	103.2%	104.3%	98.9%	99.7%
RV	MR	MR5		40	40	97.1%	102.7%	97.1%	98.4%
RV	MR	MR6		40	41	100.1%	95.8%	100.0%	99.2%
RV	MR	MR7		40	43	103.0%	101.5%	97.8%	98.4%

Audeo Valley Charter

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**240**	**254**	**102.7%**	**102.1%**	**97.8%**	**98.6%**
Totals November/December 2022	**240**	**245**	**92.0%**	**87.4%**	**91.6%**	**92.8%**
Variance:	**0**	**9**	**10.7%**	**14.7%**	**6.2%**	**5.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	45	110.7%	107.5%	100.0%	99.5%
RV	MR	MR3		40	41	99.0%	100.7%	96.6%	97.2%
RV	MR	MR4		40	43	106.5%	104.6%	99.1%	99.6%
RV	MR	MR5		40	41	100.0%	102.3%	97.6%	98.3%
RV	MR	MR6		40	43	103.3%	96.8%	97.6%	98.9%
RV	MR	MR7		40	41	96.7%	100.8%	95.9%	98.1%

Audeo Valley Charter

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**240**	**255**	**103.0%**	**102.2%**	**97.8%**	**98.5%**
Totals December 2022/January 2023	**240**	**241**	**93.7%**	**88.0%**	**93.6%**	**92.9%**
Variance:	**0**	**14**	**9.3%**	**14.2%**	**4.2%**	**5.6%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students								
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
RV	MR	MR1		40	44	108.4%	107.6%	98.6%	99.4%
RV	MR	MR3		40	42	95.9%	100.4%	93.3%	96.9%
RV	MR	MR4		40	42	105.0%	104.6%	100.0%	99.6%
RV	MR	MR5		40	41	99.4%	102.1%	97.0%	98.2%
RV	MR	MR6		40	43	107.5%	97.5%	100.0%	99.0%
RV	MR	MR7		40	43	101.9%	100.9%	97.6%	98.0%

Altus Schools
East County

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**283**	**78.2%**	**81.4%**	**91.0%**	**91.9%**
Totals October/November 2022	**320**	**279**	**72.5%**	**72.4%**	**87.8%**	**88.0%**
Difference	**0**	**4**	**5.7%**	**9.0%**	**3.2%**	**3.9%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	35	79.1%	80.8%	92.7%	94.4%
SD	EC	EC2		40	35	77.4%	83.4%	88.4%	89.0%
SD	EC	EC3		40	34	72.2%	79.8%	89.3%	88.0%
SD	EC	EC4		40	32	71.4%	76.7%	93.5%	92.3%
SD	LM	LM1		40	35	81.4%	84.7%	93.1%	93.8%
SD	LM	LM2		40	35	75.7%	80.3%	88.7%	90.4%
SD	PV	PV1		40	38	81.2%	82.9%	90.3%	91.7%
SD	PV	PV2		40	39	87.5%	82.4%	92.2%	95.8%

Altus Schools
East County

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**299**	**83.4%**	**81.6%**	**91.6%**	**91.8%**
Totals November/December 2022	**320**	**285**	**76.4%**	**72.9%**	**87.9%**	**88.0%**
Difference	**0**	**14**	**7.0%**	**8.7%**	**3.7%**	**3.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	35	76.5%	80.2%	89.6%	93.8%
SD	EC	EC2		40	38	82.0%	83.2%	89.0%	89.0%
SD	EC	EC3		40	37	80.8%	79.9%	88.8%	88.1%
SD	EC	EC4		40	35	77.8%	76.9%	91.7%	92.2%
SD	LM	LM1		40	36	83.0%	84.4%	93.4%	93.7%
SD	LM	LM2		40	39	87.5%	81.3%	94.6%	91.0%
SD	PV	PV1		40	39	84.5%	83.1%	90.4%	91.5%
SD	PV	PV2		40	40	94.8%	84.1%	95.2%	95.7%

Altus Schools
East County

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**303**	**85.4%**	**81.9%**	**90.8%**	**91.8%**
Totals December 2022/January 2023	**320**	**285**	**77.3%**	**73.3%**	**87.3%**	**88.0%**
Difference	**0**	**18**	**8.1%**	**8.6%**	**3.5%**	**3.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	EC	EC1		40	36	75.6%	79.9%	85.8%	93.2%
SD	EC	EC2		40	40	85.9%	83.4%	87.0%	88.9%
SD	EC	EC3		40	37	82.8%	80.1%	90.1%	88.3%
SD	EC	EC4		40	36	84.7%	77.4%	95.4%	92.4%
SD	LM	LM1		40	35	83.8%	84.4%	95.7%	93.9%
SD	LM	LM2		40	40	91.3%	82.0%	91.3%	91.0%
SD	PV	PV1		40	39	85.0%	83.3%	87.2%	91.2%
SD	PV	PV2		40	40	94.4%	84.8%	94.4%	95.6%

Altus Schools
Mirus Secondary

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**301**	**83.2%**	**85.6%**	**91.5%**	**92.3%**
Totals October/November 2022	**320**	**306**	**79.2%**	**87.9%**	**84.7%**	**86.5%**
Difference	**0**	**-5**	**4.0%**	**-2.3%**	**6.8%**	**5.8%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	38	87.4%	94.1%	97.2%	96.6%
SB	MS	MS2		40	37	91.7%	89.1%	100.0%	96.6%
RV	PD	PD1		40	39	87.4%	89.2%	90.5%	91.5%
RV	PD	PD2		40	41	93.1%	92.1%	92.2%	93.1%
RV	PD	PD3		40	39	80.1%	84.7%	84.1%	88.7%
SB	TZ	TZ1		40	32	71.3%	66.4%	92.1%	87.9%
SB	TZ	TZ4		40	35	70.1%	76.8%	86.2%	89.0%
SB	VT	VT1		40	40	84.3%	86.9%	89.5%	89.5%

Altus Schools
Mirus Secondary

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**320**	**306**	**85.4%**	**86.0%**	**91.2%**	**92.1%**
Totals November/December 2022	**320**	**306**	**81.4%**	**87.2%**	**86.9%**	**86.5%**
Difference	**0**	**0**	**4.0%**	**-1.2%**	**4.3%**	**5.6%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SB	MS	MS1		40	36	89.2%	93.5%	100.0%	97.0%
SB	MS	MS2		40	38	94.2%	89.7%	100.0%	97.0%
RV	PD	PD1		40	39	85.8%	88.8%	88.0%	91.1%
RV	PD	PD2		40	40	86.3%	91.4%	86.3%	92.3%
RV	PD	PD3		40	39	82.7%	84.5%	85.0%	88.3%
SB	TZ	TZ1		40	36	77.9%	68.5%	91.2%	88.5%
SB	TZ	TZ4		40	36	76.3%	76.7%	90.6%	89.2%
SB	VT	VT1		40	42	91.3%	87.4%	89.8%	89.5%

Altus Schools
Mirus Secondary

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**360**	**316**	**76.4%**	**91.0%**	**89.6%**	**92.0%**
Totals December 2022/January 2023	**320**	**306**	**74.2%**	**86.1%**	**78.6%**	**85.8%**
Difference	**40**	**10**	**2.2%**	**4.9%**	**11.0%**	**6.2%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students

Reg	RC	IRC	Teacher	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
SB	MS	MS1		40	36	87.8%	93.1%	100.0%	97.2%
SB	MS	MS2		40	39	91.9%	89.9%	97.4%	97.1%
RV	PD	PD1		40	38	82.5%	88.4%	86.8%	90.8%
RV	PD	PD2		40	39	79.1%	90.5%	84.6%	91.7%
RV	PD	PD3		40	37	79.4%	84.1%	85.8%	88.1%
RV	PD	PD4		40	10	18.1%	63.0%	85.3%	98.2%
SB	TZ	TZ1		40	37	82.2%	69.9%	92.0%	88.9%
SB	TZ	TZ4		40	38	75.9%	76.7%	84.1%	88.8%
SB	VT	VT1		40	42	90.3%	87.6%	87.6%	89.3%

Altus Schools South Bay

Participation Report: All Students
Month 5: 10/23/2023 - 11/17/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**360**	**393**	**101.4%**	**98.9%**	**93.9%**	**95.6%**
Totals October/November 2022	**400**	**387**	**85.9%**	**95.9%**	**91.3%**	**92.1%**
Difference	**-40**	**6**	**15.5%**	**3.0%**	**2.6%**	**3.5%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	BT	BT2		20	24	105.5%	101.3%	87.9%	93.4%
SD	CV	CV1		40	46	105.7%	95.5%	93.3%	94.0%
SD	CV	CV2		40	45	105.9%	98.8%	95.3%	96.1%
SD	CV	CV3		40	42	102.5%	96.7%	97.6%	98.0%
SD	OR	OR1		40	42	97.5%	94.3%	94.4%	94.2%
SD	OR	OR2		40	43	93.4%	94.7%	90.1%	93.2%
SD	PLB	PLB1		40	45	109.9%	106.2%	97.7%	98.0%
SD	PLB	PLB2		40	41	95.1%	99.1%	94.6%	98.4%
SD	PLB	PLB3		40	45	107.5%	105.9%	95.6%	97.4%
SD	PLB	PLB4		20	20	84.5%	95.6%	84.5%	89.5%

Altus Schools
South Bay

Participation Report: All Students
Month 6: 11/20/2023 - 12/15/2023

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**360**	**393**	**100.5%**	**99.1%**	**92.8%**	**95.2%**
Totals November/December 2022	**400**	**392**	**88.1%**	**94.7%**	**91.3%**	**91.9%**
Difference	**-40**	**1**	**12.4%**	**4.4%**	**1.5%**	**3.3%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	BT	BT2		20	24	104.0%	101.6%	86.7%	92.4%
SD	CV	CV1		40	45	101.8%	96.4%	90.5%	93.5%
SD	CV	CV2		40	44	106.2%	99.8%	97.3%	96.3%
SD	CV	CV3		40	40	91.7%	96.0%	91.7%	97.2%
SD	OR	OR1		40	44	102.5%	95.4%	96.5%	94.6%
SD	OR	OR2		40	44	91.5%	94.3%	84.5%	91.9%
SD	PLB	PLB1		40	45	107.5%	106.4%	95.6%	97.6%
SD	PLB	PLB2		40	43	102.8%	99.6%	97.6%	98.3%
SD	PLB	PLB3		40	45	108.3%	106.2%	96.3%	97.3%
SD	PLB	PLB4		20	19	80.0%	93.5%	84.2%	88.8%

Altus Schools
South Bay

Participation Report: All Students
Month 7: 12/18/2023 - 01/12/2024

POC: Participation on Capacity POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	**360**	**393**	**98.8%**	**99.1%**	**90.7%**	**94.9%**
Totals December 2022/January 2023	**400**	**386**	**87.0%**	**94.0%**	**90.8%**	**91.8%**
Difference	**-40**	**7**	**11.8%**	**5.1%**	**-0.1%**	**3.1%**

**Total Served does not include NPS/SWD Follow-Up students*

All Students									
Reg	**RC**	**IRC**	**Teacher**	**Capacity**	**Total Served***	**POC**	**Cumulative POC**	**POE**	**Cumulative POE**
SD	BT	BT2		20	24	105.0%	101.8%	87.5%	92.1%
SD	CV	CV1		40	45	102.5%	96.8%	91.1%	93.3%
SD	CV	CV2		40	43	105.0%	100.2%	97.7%	96.4%
SD	CV	CV3		40	43	96.3%	96.1%	89.5%	96.6%
SD	OR	OR1		40	43	93.8%	95.3%	87.2%	94.0%
SD	OR	OR2		40	43	91.9%	94.1%	86.0%	91.5%
SD	PLB	PLB1		40	45	104.1%	106.2%	93.3%	97.3%
SD	PLB	PLB2		40	43	100.0%	99.7%	94.1%	98.0%
SD	PLB	PLB3		40	45	102.5%	105.9%	91.1%	96.8%
SD	PLB	PLB4		20	19	80.6%	92.6%	84.9%	88.6%

ALTUS SCHOOLS SOUTHERN CALIFORNIA

DBA –AUDEO CHARTER SCHOOL II ▪ AUDEO CHARTER SCHOOL III ▪ AUDEO VALLEY CHARTER
GROSSMONT SECONDARY ▪ MIRUS SECONDARY ▪ SWEETWATER SECONDARY

(A California Non-Profit Public Benefit Corporation)

Wayland Myers – Chairman
Chris Gordon - Member, Jim Herr – Member, Cristina Stevens - Member

REGULAR BOARD OF DIRECTORS MEETING MINUTES
Thursday, December 7, 2023, 2:30 p.m.
Via Teleconference at

9655 Granite Ridge Road, Suite 100, San Diego, 92123,
4179 Middlesex Drive, San Diego, CA 92116, 3625 Marriott Drive, Bakersfield, CA 93308
and at
North Carlsbad RC 3821 Plaza Drive Suite 401, Oceanside, 92056, South Carlsbad RC 6965 El Camino Real, Suite 202, Carlsbad, CA 92009, and Escondido RC 200 E. Via Rancho Parkway, Suite 143, Escondido, 92025, and Apple Valley RC 27130 Eucalyptus Avenue, Suite A, Moreno Valley, CA 92555, and El Cajon RC 111 Fletcher Parkway, El Cajon, 92020, La Mesa RC 5975 Severin Drive, La Mesa, 91942, Paradise Valley RC 123 Worthington Street, Suite 104, Spring Valley, 91977 and Main Street RC 16967 Main Street, Suite 108, Hesperia, CA 92345, Palm Desert RC 72840 Highway 111, Suite C103, Palm Desert, CA 92260, Topaz RC 14135 Main Street, Suite 201, Hesperia, CA 92345 and Bonita RC 3252 Bonita Road, Chula Vista, CA 91910, Chula Vista RC 1655 Broadway Street, Suite 13, Chula Vista, CA 91911, Otay Ranch RC 1392 E. Palomar Steet, Suite 202, Chula Vista, 91913, Plaza Bonita RC 3030 Plaza Bonita Road, Suite 1000, National City, 91950

Access to the live video conference was available prior to the start of the meeting at
Audeo II: https://audeo2.com/board-and-governance/
Audeo III: https://audeo3.com/board-and-governance/
Audeo Valley: https://audeovalley.com/board-and-governance/
Mirus: https://miruscharter.com/board-of-directors/
GSS: https://grossmontsecondarycharter.com/board-and-governance/
SSS: https://sweetwatersecondarycharter.com/board-and-governance/

1.0 OPEN SESSION

1.1 Call to Order

Myers called the meeting to order at 2:38 p.m.

1.2 Roll Call

Members present at the meeting were Jim Herr, Wayland Myers, and Cristina Stevens.
Absent: Chris Gordon

Also in attendance: Lynne Alipio, Mary Bixby, Veneeta Chan, Angela Neri, Ana Maria Rojas, Cathryn Rambo, Tim Tuter and General Counsel, Paul Minney of Young, Minney and Corr.

1.3 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting: Jim Herr, Wayland Myers, and Cristina Stevens.

It was moved by Herr and seconded by Stevens to Approve the Establishment of Quorum. Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

1.4 Pledge of Allegiance

Myers led all in the Pledge of Allegiance.

1.5 Approval of Agenda
It was moved by Stevens and seconded by Herr to Approve the Agenda.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Altus Schools Southern California Board (non-agenda) shall be no longer than two (2) minutes. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. In meetings held over Zoom, any person who wishes to make a comment on either non-agenda or agenda items shall use the "Raise Hand" feature of Zoom to notify the Board. In accordance with the Brown Act, no discussion or action may occur at this time, but it is the Board's prerogative to respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Each agenda item being commented on will have a maximum of 20 minutes allotted and each non-agenda item will have a maximum of 10 minutes allotted. If necessary, the Board Chair may equivalently decrease the time for each speaker in order to stay within the allotted maximum.

2.1 Non-agenda Public Comment
There were no comments from the public.

2.2 Agenda Items Public Comment
There were no comments from the public.

3.0 CLOSED SESSION

The Closed Session convened at 2:45 p.m.

3.1 Board Chairman Announcement Regarding Closed Session Items

3.2 Public Comment on Closed Session Items
There were no comments from the public.

MOVE TO CLOSED SESSION

3.2.1 Conference With Legal Counsel—Anticipated Litigation
Significant Exposure to Litigation Pursuant to Paragraph (2) or (3) of Subdivision (d) of section 54956.9: (one case)

4.0 RETURN TO OPEN SESSION

The Board returned to Open Session at 3:00 p.m.

4.1 Report out of action taken in closed session, if any.
No actions taken at Closed Session.

5.0 CONSENT AGENDA

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Superintendent School Services and Founder recommends approval of all consent agenda items.

5.1 Consent Action Items for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter, Grossmont Secondary, Mirus Secondary, and Sweetwater Secondary for Each School

5.1.1 Approval of Board Meeting Minutes for September 7, 2023, October 30, 2023, November 1, 2023, and November 13, 2023

5.1.2 Approval of Amendment to the Bylaws

5.1.3 Approval of Amendment to Administration of Medication Policy 5160

It was moved by Herr and seconded by Stevens to Approve the Consent Agenda Items 5.1.1 – 5.1.3.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

6.0 ADMINISTRATIVE ITEMS

6.1 Approval of Ratification of Terms of Lease Renewal

6.1.1 APN 486-750-03-00

6.1.2 APN 640-14-0031

It was moved by Stevens and seconded by Herr to Approve the Ratification of Terms of Lease Renewal items 6.1.1-6.1.2.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

6.2 Approval of Ratification of New Lease

6.2.1 APN 640-14-0031

It was moved by Herr and seconded by Stevens to Approve the Ratification of New Lease.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

6.3 Superintendent School Services and Founder's Report

6.3.1 Altus Approach to Research Component

Bixby reported that the Leadership Team has been working on the next 30 years; focusing on creating a sustainable and resilient organizational system for change through innovation. We believe as a basic assumption that change is an essential part of all business, educational systems, and health systems. But it is change through innovation. We have done a lot of work; this is very thoughtful work in defining innovation. We use a continuum we go from an incremental innovation which would be improvements to our organization to a full radical innovation that would be like a smart phone or something extraordinary that is a real paradigm shift. We participated in all of them. The radical one of course is rare, and hard to come across. We have worked all along the continuum, what we call disruptive innovation, we are very much a part of that. That's where we do things in such a way that it impacts our sector. We have a long history, particularly within the charter school venue, to have changed how things are done. Focusing on sustainability and resiliency; you might say why would you worry about that when you have been in existence for 30 years. We want to exist for another 30 years as a quality organization. We want to be sure we do not slip into mediocrity, or the status quo, or lose any of that pizzazz that we have in regard to change in being flexible, agile, and moving always towards innovation. There is a ten-step process we are working on. The team will be presenting this at the Baldrige conference in April. We are moving away from presenting our leadership management system, which we have done for many years, and people are still interested in it, but now we want to move along. Baldrige is also encouraging us to move along and work in the areas of sustainability and resiliency. Staff are continuing to work from here to April and thereafter to really define our terms and talk about how this system flows through the organization. The first step in this system is Research. Rather than go in deeply into each of these ten steps, I thought it might be effective to demonstrate what it is we are doing and how we are moving through our research. We have created a team, how we relate to the customer, and how we created a model that we will be testing as we go along and ultimately much of it has already been integrated throughout our organization. There are other parts that will be discussed that are in the process or will be integrated very soon.

Bixby introduced Cathryn Rambo and Tiffany Yandell who presented to the Board on Emerging Artificial Intelligence (AI) Technologies, specifically about Google Workspace and learning more about it, and how it has evolved into something bigger, because as we are talking about Google Workspace it is a bigger conversation about AI, about the role of AI with our workspace and MSO365. It also goes into some adjacent AI Technologies; augmented reality, and virtual reality which was shared with the Board where we are with Altus Implementation of this technology.

6.3.2 SDUSD Charter Revision for Name Change for Altus Schools San Diego Corporation and Name Change of Schools

Alipio informed the Board that our sister school, Altus Schools San Diego almost completed their process of the Corporate Name Change as well as their authorizer, San Diego Unified approved the School's name changes to Altus Schools Audeo and Altus Schools Charter School of San Diego. The next step is to send it to the CDE for final approval.

6.4 Strategic Plan Update

6.4.1 School Productivity Indicators

6.4.1.1 Audeo Charter School II

6.4.1.1.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

6.4.1.2 Audeo Charter School III

6.4.1.2.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

6.4.1.3 Audeo Valley Charter

6.4.1.3.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

6.4.1.4 Grossmont Secondary

6.4.1.4.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

6.4.1.5 Mirus Secondary

6.4.1.5.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

6.4.1.6 Sweetwater Secondary

6.4.1.6.1 School Participation Report for the Period of 2023- 2024
Month 2 - 4: 07/31/2023 – 10/20/2023

Tuter Reviewed the School Participation Reports with the Board.

7.0 ACTION ITEMS

7.1 Actions Items for Audeo Charter School II

7.1.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.1.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.2 Actions Items for Audeo Charter School III

7.2.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.2.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.3 Actions Items for Audeo Valley Charter

7.3.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024

Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.3.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.4 Actions Items for Grossmont Secondary

7.4.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024

Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.4.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.5 Actions Items for Mirus Secondary

7.5.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024

Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.5.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

7.6 Actions Items for Sweetwater Secondary

7.6.1 Approval of the First Interim Report 2023-2024

It was moved by Herr and seconded by Stevens to Approve the First Interim Report 2023-2024

Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

7.6.2 Review the Revised Preliminary Operational Budget Assumptions FY 2023-2024 and Approval of Revised Preliminary Operational Budget FY 2023-2024

The Board reviewed the Revised Preliminary Operational Budget Assumptions FY 2023-2024. It was moved by Stevens and seconded by Herr to Approve Revised Preliminary Operational Budget FY 2023-2024.

Ayes – 3, Nays- 0, Absent – 1, Abstain – 0, Motioned Approved.

8.0 BOARD COMMENTS AND ANNOUNCEMENTS

From time to time, the Board has topics of interest that they would like to share with the community. These are informational in nature and do not require action.

Bixby shared that our Schools participate in ongoing Community Outreach. There are a few special items that were shared.

For about 13 years, we have been in partnership with Magic 92.5 FM, the Jagger and Christie Show. Mary Bixby participates with an interview format to help kick-off the Annual Christmas Wish. We are repeatedly through the day, announced as a partner and sponsor of Christmas Wish; however, we do not provide public money for this endeavor, but we do provide a support in getting the word out there for Christmas Wish. They do some extraordinary things with cooperation and support with the Community at Large. We are proud to be part of this.

We had a booth at December Nights that took place in Balboa Park. We had some staff members volunteer to be there. Staff shared how wonderful it was to run into the student alumni and some of their former students. It was a tremendous success connecting with the Community.

Nice Guys is having their Annual Community Christmas Party in Balboa Park the second weekend in December. About eight hundred families are invited from lists provided by various assistance organizations throughout San Diego County. Each family departs the event with bags of groceries including a turkey. A gift card is also provided to help with holiday shopping. Thirty of our student families have been invited to this event.

Stevens commended faculty for their continuous support to all students.

Myers wished everyone a happy holiday season.

9.0 ADJOURNMENT

It was moved by Herr and seconded by Stevens to adjourn the meeting at 4:05 p.m.
Ayes – 3, Nays – 0, Absent – 1, Abstain – 0, Motion Approved.

Altus Schools Southern California

Board Policies

Updated February 13, 2024

1000 ADMINISTRATION

1100 Modifications to Original Charter
1200 Media Policy
~~1210 Directory Information~~
1211 Pupil Record Retention Policy
1212 Educational Records and Student Information Policy
1220 Superintendent School Services and Founder ~~Presidential~~ Authorization ~~-~~of District, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Actions
1225 Emergency School Closure Policy
1300 Altus Code of Ethics
1400 Staff/Student Interaction Policy
1410 Focus on Teaching and Learning Policy
~~1450 Student Transition Policy~~
1490 Collaboration and Coordination of Successor Superintendent School Services ~~CEO~~ Policy
1500 LEA Uniform Complaint Policy and Procedures
1550 Student Fees Policy
~~1600 School Attendance Review Board (SARB) Policy~~
~~1700 Anaphylaxis Policy~~
1710 Student Wellness Policy
1720 Field Trips and Excursion Policy
1725 Email Policy
1730 Email Retention Policy
1740 Access to Public Records Policy
1750 Education for Homeless Children and Youth Policy
1752 Education for Foster and Mobile Youth Policy
1754 Educational Equity and Immigration Status Policy
1756 Immunization Policy
1810 Support for Research Policy
1820 Research and Development and Sharing Policy

2000 BOARD OF DIRECTORS

- 2100 Platform
- 2200 Organization
  - 2210 Governance Structure
  - 2220 Policy Responsibilities
  - 2230 Conflict of Interest
- 2300 Duties of Members
  - 2310Duties of Chair Person
  - 2320 Duties of Secretary
  - ~~2330 Duties of Treasurer~~
- 2400 Qualifications
- 2500 Meetings
  - 2510 Schedule, Agenda, Minutes
  - 2520 Members of the Public ~~Visitors~~
- 2600 Suggestions, Concerns and Complaints
- 2700 Fiscal Accountability

3000 INSTRUCTIONAL

3100 Students

- 3110 Suspension, Expulsions and Drop Outs
- 3120 Independent Study
- 3130 Student Use of Technology
- ~~3140 Summer School~~
- 3150 Core Courses
- 3155 Grade Level Determination Policy
- 3160 Graduation Requirements
- 3161 Grade Suppression and Grade Validation Policy
- 3162 Physical Education and Exemption Policy
- ~~3170 California Healthy Kids Survey~~
- 3171 Tobacco Free Environment Policy
- 3172 Human Trafficking Prevention Policy
- 3175 Freedom of Speech and Expression Policy
- 3179 Title IX Harassment, Intimidation, Discrimination and Bullying Policy
- 3180 Student Non-Discrimination
- 3190 Unlawful Harassment, Discrimination, and Retaliation Policy
- 3191 Suicide Prevention Policy
- 3192 Resource Supervision Policy
- ~~3195 High School Exit Exam Intensive Instruction and Services (Valenzuela/CAHSEE Intensive Instruction and Services Program)~~
- ~~3196 Zero Tolerance~~
- 3197 Mathematics Placement Policy
- 3320 Cell Phones, Smart Phones, Pagers and Other Electrotonic Signaling Devices Policy
- 3325 Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education

4000 FISCAL

4100 Budget
- 4110 Fiscal Control Policy~~s~~
- ~~4120 Expenses~~
- 4130 Carryover
- 4140 Hospitality, Incentives, Recognition, Gifts
- 4150 Reserve Funds
- 4160 Travel and Expense Reimbursement Policy

4200 Property Selection
- 4210 Property Selection Guidelines
  - Ref: AP 4210
- 4220 Policy Regarding Accommodations To Parents With Disabilities

4300 Assets
- 4310 Capitalization of Assets

4400 Internal Fiscal Control Policies

5000 PERSONNEL

5100 Staff
- 5110 Public School Employer
- 5120 Equal Employment Opportunity Policy
- 5130 Teacher Job Responsibility
- 5140 Solicitation and Distribution Policy
- 5150 Drug & Alcohol-Free Workplace Policy
- 5160 Administration of Medication Policy
- 5170 Confidentiality Policy
- 5180 Salary Apportionment Policy
- 5190 Telework Policy

5200 Equipment Use by Staff
- 5210 Technology/Internet Use
  - Ref: AP5210 Employee Network Computing Use Agreement
- 5220 Equipment Assigned to School Site Employees
  - Ref: AP5220 Equipment Use Agreement

6000 COMMUNITY

6010 Title I Parent Involvement Policy
6020 Resource Center and School Volunteer, Visitation and Removal Policy

1000 ADMINISTRATION

1100 Modifications to Original Charter
1200 Media Policy
~~1210 Directory Information~~
1211 Pupil Record Retention Policy
1212 Educational Records and Student information Policy
1220 Superintendent School Services and Founder ~~Presidential~~ Authorization of District, State and Federal Agency Documents
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1756 Immunization Policy
1810 Support for Research Policy
1820 Research and Development Policy

1000 ADMINISTRATION

1100 Modifications to Original Charter

1200 Media Policy

Amended: February 28, 2024

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It is the policy of Altus Schools Southern California ~~Audeo Charter School~~ to be open and responsive to formal inquires about the school from representatives of the news media, civic action groups, or public officials. Accuracy is of immense importance to the integrity of the School. Therefore, all inquires from news reporters, civic action groups or public officials should be referred to the ~~Director's Office~~Deputy Superintendent School Services' Office for coordination. ~~For the same reason, all initiatives to tell the school's story should likewise be first coordinated with the Director's Office.~~

Those affiliated with the school should exercise sound judgment and tact when discussing the School's programs and practices. ~~In no instance, should issues of a personal or confidential nature be shared with anyone who does not have a direct need and right to know such information.~~ Wherever applicable, confidentiality protections under the Family Educational Rights and Privacy Act ("FERPA") should be strictly observed and complied with. Students, parents and staff have a right to privacy under the law.

Teachers should only allow students to be individually photographed, quoted or identified after they have personally obtained a signed release from the student, if over 18, or from a parent or guardian, if the student is under 18.

The School is proud of its story and, by this policy, wants to ensure ~~insure~~ that our public communications do justice to the excellent work of our students, faculty, staff, and volunteers.

1210 Directory Information
Approved: May 6, 2008

The Board of Directors of Audeo Charter School defines "directory information" as the student's name, address, dates of attendance, and degrees and awards received.

This information, which must be available according to state law enacted in 2002, will be released to any person, official or organization as defined below except private profit-making entities other than employers, potential employers, media, and private trade/professional schools.

Parents and students will be notified of this policy in the school mailing each fall and in the student/parent handbook. They will also be advised that they have the right to prevent their child's information from being released if they notify the school in writing.

1211 Pupil Record Retention Policy
Approved: October 19, 2017, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts this Student Record Retention Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School~~Altus Schools East County, and Altus Schools South Bay, ~~and Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School." Charter School adopts this policy to ensure it has appropriate procedures in place to assure the security of records, including the retention and maintenance of pupil records. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Definitions

Custodian of Records: The Charter School employee charged with the schoolwide responsibility for implementing this and any other Board policies related to pupil records. The Charter School has designated the School Coordinator as the Charter School Custodian of Records.

~~Individuals and Organizations Authorized to Receive Directory Type Information: (Unless prohibited by parent/guardian)~~	~~Student Information (Directory Type)~~
~~Press, television, radio, school publications, and other media organizations~~	~~Name and address; interview comments and photographs of students participating in school activities; students receiving scholastic or other honors and awards~~
~~Law enforcement agencies~~	~~Name and address; home telephone number of parent(s), if not unlisted~~
~~Employers or potential employers to whom a student has applied for employment~~	~~Name and address; birthplace; birth date; age~~
~~Military recruiters upon request (as required by federal *No Child Left Behind* legislation)~~	~~Name and address; telephone number of student's parent(s), if not unlisted, of secondary students~~
~~Civic and nonprofit organizations that wish solely to recognize and/or award students with high academic achievement (e.g., honor roll students, valedictorians, salutatorians)~~	~~Civic and nonprofit organizations that wish solely to recognize and/or award students with high academic achievement (e.g., honor roll students, valedictorians, salutatorians)~~
~~Prospective grantors and financial institutions to which students have applied for financial aid~~	~~Name and address; telephone number; enrollment status; degrees and awards received; and dates of attendance~~

Pupil Record: Any item of information directly related to an identifiable pupil that is maintained by the Charter School or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. All anecdotal

information and assessment reports maintained as a pupil record shall be dated and signed by the individual who originated the data.

Education records do not include informal notes related to a pupil compiled by a Charter School official or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.

Mandatory Permanent Pupil Records: Records that are required to be maintained in perpetuity and those records which the Charter School is directed to compile by state law, regulation, or administrative directive. Mandatory permanent records include the following:

1. The legal name of the pupil;
2. Date of birth;
3. Method of verification of birth date;
4. Sex of the pupil;
5. Place of birth;
6. Name and address of the parent(s) of a minor pupil;
    a. Address of the minor pupil if different than the parent;
    b. Annual verification of the name and address of the parent and residence of the pupil.
7. Entering/leaving date of each school year;
8. Subjects taken;
9. Grades and credits towards graduation;

10. Verification of or exemption from required immunizations; and
11. Date of high school graduation or equivalent.

Mandatory Interim Pupil Records: Records that the Charter School is directed to compile and maintain for stipulated periods of time and are then destroyed as per state law, regulation, or administrative directive. Mandatory interim records include the following:

1. Access log;
2. Health information;
3. Participation in special education programs, including:
    a. Required tests;
    b. Case studies and authorizations; and
    c. Actions necessary to establish eligibility for admission/discharge.
4. Language training records;
5. Progress slips and/or notices;
6. Parental restrictions on access to directory information or related stipulations;
7. Rejoinders to challenged records and to disciplinary action;
8. Parental authorization/prohibitions of pupil participation on specific programs;
9. Results of standardized tests administered within the preceding three (3) years;
10. Written findings resulting from an evaluation conducted after a specified number of missing assignments to determine whether it is in a pupil's best interest to remain in independent study.
11. Expulsion orders

Permitted Pupil Records: Records having clear importance only to the current educational process of the pupil. Permitted pupil records include:

1. Objective counselor and/or teacher ratings;
2. Standardized test results older than three (3) years;
3. Routine discipline data;
4. All disciplinary notices, other than expulsion orders;
5. Miscellaneous attendance records.

Retention of Pupil Records

In accordance with state law, the Charter School shall maintain pupil records as follows:

The Charter School shall maintain permanently at the School site the originals or exact copies of mandatory permanent records. The Charter School shall forward mandatory permanent records to other California public schools, private schools, and out-of-state public schools, no later than 10 school days upon request of the pupil or the receiving school.

The Charter School shall maintain at the School site mandatory interim pupil records for three (3) years after the pupil leaves the Charter School, or until the record's usefulness ceases. The

Charter School shall forward mandatory interim records to other California public schools upon the request of the pupil or the receiving school. The Charter School may forward mandatory interim pupil records to out-of-state public or private schools at the discretion of the Charter School custodian of records.

The Charter School shall maintain permitted pupil records for six (6) months after the pupil's completion of or withdrawal from the Charter School. The Charter School may forward permitted pupil records to a receiving school at the discretion of the Charter School custodian of records.

Pursuant to and in accordance with the Charter School's Educational Records and Student Information Policy, a pupil record may be removed and destroyed when ordered by the Deputy Superintendent School Services ("Deputy Superintendent")~~Executive Director~~ after a challenge by a parent/guardian or former pupil. If the Deputy Superintendent ~~Executive Director~~ denies a parent/guardian or former pupil challenge to a record, and the parent/guardian or former pupil appeals the Deputy Superintendent's ~~Executive Director's~~ decision to the Board of Directors, the Board of Directors may order the pupil record removed and destroyed.

E-Mail

As a usual matter of course, the Charter School does not print out and save emails regarding a pupil in a pupil's permanent mandatory, permanent interim, or permitted record files. Accordingly, the Charter School does not maintain emails even if they contain information directly related to or regarding a pupil or exist solely in the Charter School's electronic database. Consistent with case law, therefore, the Charter School does not consider emails to be pupil records.

Transfer of Pupil Records

Charter School shall request a pupil's records when that pupil transfers to Charter School from any other school in the state. If a pupil transfers from one public school to another or to a private school, or transfers from a private school to a public school within the state, Charter School shall transfer the pupil's permanent record or a copy of it no later than 10 schooldays following the date the request is received from the public school or private school where the pupil intends to enroll.

Upon a pupil's transfer from one school to another school or school district , the school/school district into which the pupil is transferring shall request that the school in which the pupil was last enrolled provide any records that the school/school district maintains/school district in its ordinary course of business or receives from a law enforcement agency regarding acts committed by the transferring pupil that resulted in the pupil's suspension or expulsion from the school/school district. Upon receipt of this information, the receiving school/school district shall inform any teacher of the pupil that the pupil was suspended from school or expelled from the school district and shall inform the teacher of the act that resulted in that action.

A school/school district, or school/school district officer or employee, is not civilly or criminally liable for providing information under this subdivision unless it is proven that the information

was false and that the district or district officer or employee knew or should have known that the information was false or the information was provided with a reckless disregard for its truth or falsity.

Any information received by a teacher pursuant to this subdivision shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

1212 Educational Records and Student Information Policy
Approved: October 19, 2017**,**
Amended: June 21,2018, **February 16, 2022, June 22, 2023, February 28, 2024**

The Board of Directors of Altus Schools Southern California~~Audeo Charter School,~~ a California nonprofit public benefit corporation operating Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ~~Grossmont Secondary School and Sweetwater Secondary School~~ hereafter collectively referred to as ("Charter School") hereby adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Charter School.

Definitions

- *"Education Record":* An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by Charter School or by a party acting for Charter School . Such information includes, but is not limited to:
    1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
    2. Grades, test scores, courses taken, academic specializations and school activities;
    3. Special education records;
    4. Disciplinary records;
    5. Medical and health records;
    6. Attendance records and records of past schools attended; and/or
    7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

  An education record does not include any of the following:

    1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
    2. Records maintained by a law enforcement unit of Charter School that were created by that law enforcement unit for the purpose of law enforcement;
    3. In the case of a person who is employed by Charter School but not in attendance at Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
    4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist,

psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Charter School;

5. Records that only contain information about an individual after the individual is no longer a student at Charter School; or

6. Grades on peer-graded papers before they are collected and recorded by a teacher.

- "*Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Charter School reasonably believes knows the identity of the student to whom the education record relates.

- "*Directory Information*": Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Charter School pursuant to the FERPA (20 U.S.C. § 1232g). Charter School has designated the following information as directory information:

  1. Student's name
  2. Student's address
  3. Parent/guardian's address
  4. Telephone listing
  5. Student's electronic mail address
  6. Parent/guardian's electronic mail address
  7. Photograph/video
  8. Date and place of birth
  9. Dates of attendance
  10. Grade level
  11. Participation in officially recognized activities and sports
  12. Weight and height of members of athletic teams
  13. Degrees, honors, and awards received
  14. The most recent educational agency or institution attended
  15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

- "*Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Commented [MB1]: A video is only appropriately classified under this list if the student's image is incidental or captured only as part of the background, or if a student is shown participating in school activities that are open to the public and without a specific focus on any individual.

Examples of situations that may cause a video to be an education record and NOT appropriately released as Directory Information:

A school surveillance video showing two students fighting in a hallway, used as part of a disciplinary action, is directly related to the students fighting.

A classroom video that shows a student having a seizure is directly related to that student because the depicted health emergency becomes the focus of the video.

If a school maintains a close-up photo of two or three students playing basketball with a general view of student spectators in the background, the photo is directly related to the basketball players because they are the focus of the photo, but it is not directly related to the students pictured in the background. However, schools often designate photos or videos of students participating in public events (e.g., sporting events, concerts, theater performances, etc.) as directory information and/or obtain consent from the parents or eligible students to publicly disclose photos or videos from these events.

A video recording of a faculty meeting during which a specific student's grades are being discussed is directly related to that student because the discussion contains PII from the student's education record.

https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa

https://www.cde.state.co.us/cdereval/leatransparencybestpractice

If the school chooses to include videos within "directory information," then we recommend providing parents with a Media Release Form at the beginning of each school year.

- "*Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.

- "*School Official"*: A school official is a person employed by Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Charter School . A school official also may include a volunteer for Charter School or an independent contractor of Charter School or other party who performs an institutional service or function for which Charter School would otherwise use its own employees and who is under the direct control of Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, contracted provider of digital educational platforms and/or services, a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest*": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure Of Directory Information

At the beginning of each school year, Charter School shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Charter School not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Charter School in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Charter School will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

Annual Notification To Parents And Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, Charter School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;

2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

4. File with the U.S. Department of Education a complaint concerning alleged failures by Charter School to comply with the requirements of FERPA and its promulgated regulations; and

5. Request that Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;

2. The procedure for requesting amendment of records;

3. A statement that Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental And Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the ~~Deputy Superintendent School Services~~ Executive Director. Within five (5) business days, Charter School shall comply with the request.

1. Copies of Education Records

Charter School will provide copies of requested documents within five (5) business days of a written request for copies. Charter School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Deputy Superintendent School Services ~~Executive Director~~ to correct or remove any information in the student's education record that is any of the following:

a. Inaccurate.
b. Misleading.
c. In violation of the privacy rights of the student.

Charter School will respond within thirty (30) days of the receipt of the request to amend. Charter School 's response will be in writing and if the request for amendment is denied, Charter School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

If the Deputy Superintendent School Services ~~Executive Director~~ sustains any or all of the allegations, the Deputy Superintendent School Services ~~Executive Director~~ must order the correction or the removal and destruction of the information. The Deputy Superintendent School Services ~~Executive Director~~ or designee must then inform the parent or eligible student of the amendment in writing.

If the Deputy Superintendent School Services ~~Executive Director~~ sustains the parent or eligible student's request to change the student's name and/or gender, Charter School shall add a new document to the student's record that includes all of the following information:

a. The date of the request.
b. The date the requested records were corrected.

c. A list of the records requested to be corrected.
d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
e. The name of the employee that completed the request.
f. The student's corrected and former names and/or genders.

Charter School shall immediately update a former student's records to include the student's updated legal name or gender if the Charter School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed. Acceptable government issued identification includes but is not limited to:

a. State-issued driver's license.
b. Birth certificate.
c. Passport.
d. Social security card.
e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the Charter School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by Charter School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the Charter School shall add a new document to the former student's file that includes all of the following:

a. The date of the request.
b. The date the requested records were reissued to the former student.
c. A list of the records that were requested by, and reissued to, the former student.
d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
e. The name of the school district, charter school, or county office of education staff person that completed the request.
f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If Charter School denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

a. The Administrator of Instructional Services, School Coordinator, or designee of a public school other than the public school at which the record is on file;
b. A certificated Charter School employee; and
c. A parent appointed by the Deputy Superintendent School Services ~~Executive Director~~ or by the Board Chair, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by Charter School to the parent or eligible student no later than twenty (20) days before the hearing.

The Administrator of ~~for~~ Instructional Services or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Board Chair or Deputy Superintendent School Services ~~Executive Director~~ or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Charter School 's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of Charter School, or both. If Charter School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure Of Education Records And Directory Information

Charter School must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Charter School shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party

without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

1. Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

2. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

3. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

4. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

5. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

6. Organizations conducting certain studies for Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

7. Accrediting organizations in order to carry out their accrediting functions;

8. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

9. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

10. Persons who need to know in cases of health and safety emergencies;

11. State and local authorities, within a juvenile justice system, pursuant to specific State law;

12. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any

individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School ; and/or

13. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School may disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

Solicitation and Disclosure of Student Information for Immigration Purposes

Charter School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. During the enrollment process:

    a. Where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

    b. Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

    c. Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment.

6. Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated Charter School official about the information request.

2. Provide students and families with appropriate notice and a description of the immigration officer's request.

3. Document any verbal or written request for information by immigration authorities.

4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The Charter School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

Record Keeping Requirements

Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by parents and eligible students, Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Charter School.

Student cumulative records may not be removed from the premises of Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the ~~-~~Deputy Superintendent School Services ~~Executive Director~~, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
    1. Legal name of student
    2. Date of birth
    3. Method of verification of birth date
    4. Sex of student
    5. Place of birth
    6. Name and address of parent of minor student
    7. Address of minor student if different than above
    8. An annual verification of the name and address of the parent and the residence of the student
    9. Entering and leaving date of each school year and for any learning periods or courses taken during each year, half year, summer or quarter
    10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
    11. Verification of or exemption from required immunizations
    12. Date of high school graduation or equivalent

    The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained

by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
    1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
    2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
    3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
    4. Language training records
    5. Progress slips and/or notices
    6. Parental restrictions regarding access to directory information or related stipulations.
    7. Parental or adult student rejoinders to challenged records and to disciplinary action
    8. Parental authorizations or prohibitions of student participation in specific programs
    9. Results of standardized tests administered within the preceding three years

  The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

- *"Permitted Student Records":* may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
    1. Objective counselor and/or teacher ratings
    2. Standardized test results older than three years
    3. Routine discipline data
    4. Verified reports of relevant behavioral patterns
    5. All disciplinary notices
    6. Attendance records not covered in the 5 CCR § 400

  Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

1220 Superintendent School Services and Founder ~~Presidential~~ Authorization of District, State and Federal Agency Documents; Specified Real Estate Transactions; Human Resources Actions

Approved: September 2, 2008,
Amended: September 24, 2015**, June 24, 2022, February 28, 2024**

Pursuant to Section 4.1 of the By-Laws, the Board may delegate the management of the corporation's activities to any person(s), to a management company, or to committees, however composed, provided that the corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

The Altus Schools Southern California ("ASSC") ~~Audeo Charter School ("Audeo")~~ nonprofit public benefit corporation Board of Directors hereby authorizes the Superintendent School Services and Founder ~~President and CEO~~ to act on -its behalf and to be the general manager of ASSC ~~Audeo~~. The Superintendent School Services and Founder ~~President and CEO~~ is authorized to take any actions necessary to effectuate ASSC's ~~Audeo's~~ charitable purpose, unless otherwise limited by ASSC's ~~Audeo's~~ policies or law. This includes supervising, directing, and controlling ASSC's ~~Audeo's~~ activities and affairs and officers.

Human Resources Actions

The Superintendent School Services and Founder ~~President and CEO~~ is authorized to perform all human resource functions related to personnel on the Board's behalf, including but not limited to, the recruitment, hiring, salary placement, benefit offerings, supervision, evaluation, and termination of personnel. All such human resources actions of the Superintendent School Services and Founder ~~President and CEO~~ will be consistent with applicable law, and Board policy. As applicable, the Superintendent School Services and Founder ~~President and CEO~~ will update the Board as to personnel actions at each regularly scheduled meeting of the Board.

Fiscal Affairs

The Superintendent School Services and Founder ~~President and CEO~~ is authorized to manage and supervise ASSC's ~~Audeo's~~ fiscal affairs on the Board's behalf. The Superintendent School Services and Founder ~~President and CEO~~ is authorized to review and/or approve the following: financial interim reports, budget reports, consolidated applications, unaudited actuals, audits, and other financial reports. Superintendent School Services and Founder ~~The President and CEO~~ is hereby authorized to submit these documents or agreements to the appropriate district, state, or federal agencies, or to execute such agreements, as required.

The Superintendent School Services and Founder ~~The President and CEO~~ will either:

1) Present copies of these documents or agreements to the Board for ratification at the next regularly scheduled Board meeting;

2) Schedule a special Board meeting to review and/or approve the aforementioned prior to submission of the documents to the respective agencies.

Contract Approval

The Superintendent School Services and Founder ~~President and CEO~~ is authorized to enter into contracts on ~~Audeo's~~ ASSC's behalf.

For renewal of real estate leases, the Superintendent School Services and Founder ~~President and CEO~~ is authorized to approve the renewal and then have the renewal ratified during the next regularly-scheduled Board meeting.

Before finalizing a new real estate transaction (to purchase and/or lease), Board approval is required. Before entering into consulting contracts for support of organizations out of the Altus Schools, Board approval is required.

1225 Emergency School Closure Policy
Approved: June 24, 2020, February 28, 2024

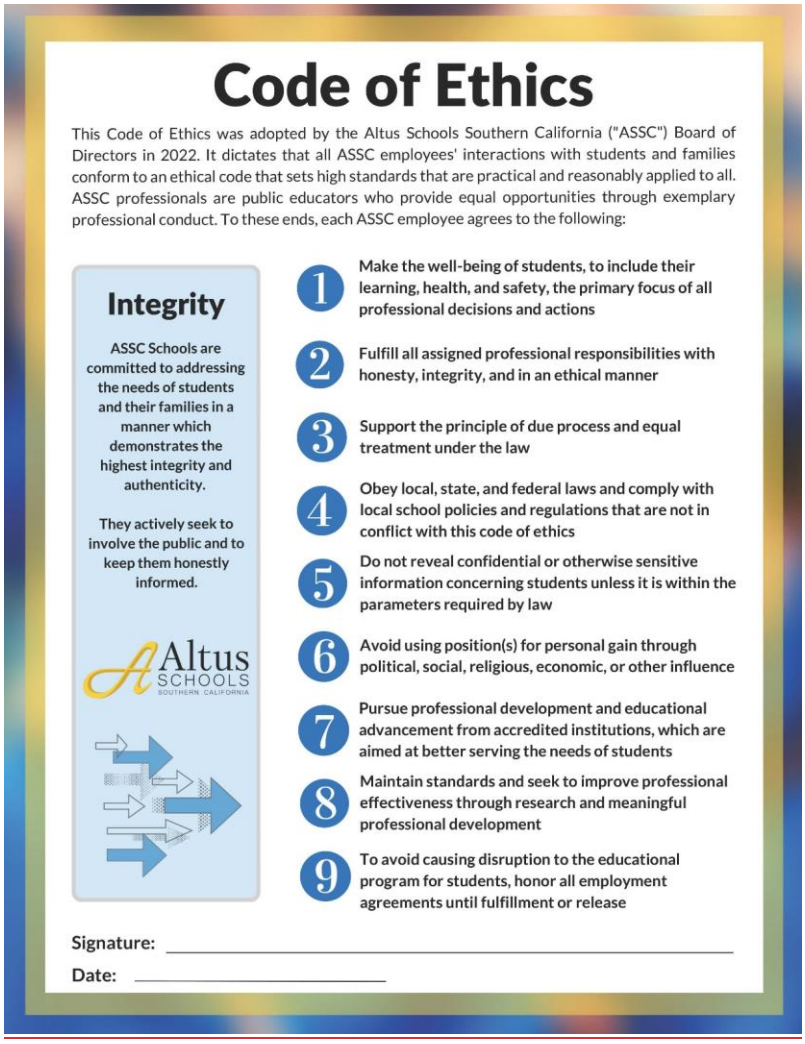
The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts the Emergency School Closure Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ~~Grossmont Secondary School, and Sweetwater Secondary School~~ all hereafter collectively referred to as "Charter School."

In the event of the occurrence of catastrophic event, pandemic or natural disaster (including, but not limited to earthquake, fire, flood, tornado, civil unrest and epidemic diseases), the Superintendent School Services and Founder ~~President and Chief Executive Officer ("CEO")~~ or designee shall have the right to close one or more school facilities in order to protect the life or safety of students and employees of the Charter School. The Superintendent School Services and Founder ~~CEO~~ may designate essential workers who are required to continue to provide services during the emergency. Furthermore, the Superintendent School Services and Founder ~~CEO~~ shall make reasonable efforts to continue providing educational services to students to the extent feasible under the circumstances.

Policy 1300 Code of Ethics
Approved: March 3, 2009
Amended: June 24, 2022, February 28, 2024

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Policy 1400 Staff/Student Interaction Policy
Approved: May 5, 2009
Amended: March 18, 2022, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School Corporation, Inc.~~ hereby adopts this Staff/Student Interaction Policy to apply to Audeo II, Audeo III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools South Bay and Altus Schools East County ~~Sweetwater Secondary School, and Grossmont Secondary School,~~ hereafter collectively referred to as "Charter School."

The Charter School recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

I. PURPOSE AND SCOPE

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in the Charter School code of ethics-related rules and regulations so that staff members clearly understand the prohibitions and behavior boundaries which must govern their conduct towards students. (For purposes of this Policy, staff includes all school employees—certificated or classified; coaches or advisors; full-time or part-time, and independent contractors and volunteers).
The rules of conduct set forth in this Policy are not intended to serve as an exhaustive delineation of requirements, limitations, or prohibitions on staff conduct and activities established by this school. Rather, the components of this Policy serve to

(1) Alert staff about some of the more sensitive and often problematic matters involved in faculty/staff student relationships.
(2) Specify boundaries related to potentially sexual situations and conduct—the crossing of which is contrary to accepted norms of behavior and in conflict with the duties and responsibilities of staff.
(3) Provide staff members with clear guidance in conducting themselves in a manner that reflects high standards of professionalism. (It is important for the Charter School to maintain a school-wide culture in which students and staff understand their responsibilities to report sexual misconduct without fearing that school leaders will betray them if they do. In order to prevent sexual abuse and exploitation, students and staff must know that the administration will investigate reports about possible misconduct.)
(4) Clarify that improper action will have significant consequences.
(5) Provide an environment that empowers students to identify actions that appear to have crossed boundaries.
(6) Define the process that Charter School will use for addressing potential improper conduct.
(7) Preserve student and staff privacy rights during any pending investigation.

II. BACKGROUND AND GENERAL POLICY PROVISIONS

Actions by staff members that are inconsistent or in conflict with the values established by Charter School can harm students, staff members, and the school's operation; therefore, such actions are unacceptable. It is the policy of this school that all school staff conduct themselves at all times in a

manner that reflects the ethical standards consistent with the rules contained in this Policy and otherwise proclaimed by this school.
The provisions herein are intended to guide all Charter School staff members toward conduct that reflects the high standards of behavior and professionalism required of school staff while defining interaction boundaries between students and staff members.

Misconduct by a staff member disrupt the education of other students, sidetrack the instructional focus of the school, and harm the school's legitimacy—all of which threaten the school's future ability to recruit skilled professionals and maintain a credible operation in the eyes of the community. Itis critical that staff members study this Policy thoroughly and behave in ways to avoid even the appearance of misconduct.

While all boundaries and/or situations cannot be addressed in a single policy, the issues delineated herein are among those that can be most problematic for staff members and among those that can have the greatest potential for a negative impact on this school and its community. Staff members should seek guidance in their daily conduct from established policies, procedures, and directives as well as through the guidance and recommendations of school leadership. Although this Policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

III. BOUNDARIES

A. Boundaries Defined

For the purposes of this Policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of trust.

B. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member's perspective, but some of these can be perceived as flirtation or sexual insinuation from a student or parent point of view. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, inappropriate.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this Policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all staff study this Policy thoroughly and apply its spirit and intent in their daily activities. Although sincere, professional interaction with students fosters the charter mission of implementing "personalized, education programs to facilitate student achievement," student/staff interaction has boundaries regarding the activities, locations, and intentions.

Unacceptable Staff/Student Behaviors (Violations of this Policy)
This list, and any subsequent lists, are not meant to be all-inclusive, but, rather illustrative of the types of behavior addressed by this Policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of ANY kind.

3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making, or participating in, sexually inappropriate comments.
6. Sexual jokes, or jokes/comments with sexual double-entendre.
7. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

1.Giving students a ride to/from school or school activities without parent permission (only in "emergency" situations).
2. Being alone in a room with a student.
3. Allowing students in your home.

Cautionary Staff/Student Behaviors

1. Remarks about the physical attributes or physiological development of anyone.
2. Excessive attention toward a particular student.
3. Sending e-mails, text messages, social media responses, or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity on or off campus (exclusive of tutorials).
2. Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
3. E-mails, text-messages, phone conversations, and other communications to and with students must be professional and pertain to school activities or classes. (Communication should be initiated via school-based technology and equipment.)
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries.
6. Keeping parents informed when a significant issue develops about a student.
7. Keeping all discussions with students professional.
8. Asking for advice from senior staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor if conflict arises with a student.
10. Informing your supervisor and/or Support Team (coordinators and directors) about situations that have the potential to become more severe.
11. Making detailed notes about an incident that could evolve into a more serious situation later.
12. Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
13. Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).

14. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student.
15. Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high-five's, and handshakes are appropriate.
16. Keeping your professional conduct a high priority during all moments of student contact.
17. Asking yourself if any of your actions which go contrary to these provisions are worth sacrificing your job and career.

IV. CORPORAL PUNISHMENT

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 property.

For clarification purposes, the following examples are offered for direction and guidance of Charter School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

V. Reporting

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this Policy, they should report the occurrence or suspected occurrence to a supervisor and/or Support Team member promptly. All reports shall be confidential. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Staff must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse. Please

note that employees of the Charter School are mandated reporters under California state law, and are thus legally bound to report suspected abuse or neglect of a student.

VI. Investigating

A supervisor and/or Support Team member will promptly investigate and document the investigation of any allegation of inappropriate conduct per this Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s), including any potential witnesses, to the extent practical and appropriate under the law The investigating supervisor shall promptly notify the Supervising Administrator that an investigation is in progress; the Supervising Administrator, in turn, shall notify the Deputy Superintendent School Services ~~Executive Director~~ of the existence and status of any investigations. Upon completion of any such investigations, the Supervising Administrator shall direct the investigating administrator to report to the Deputy Superintendent School Services ~~Executive Director~~ any conclusions reached. The investigating administrator may consult with Charter School legal counsel, as appropriate, prior to, during, and after conducting any investigation.

VII. Consequences

Staff members who have violated this Policy will be subject to appropriate disciplinary action, and, where appropriate, will be reported to the authorities for potential legal action.

VIII. Training

This document shall be discussed with and acknowledged by all Charter School employees as part of their initial employment and again, on an annual basis, as part of on-going training for all Charter School employees. A copy of this acknowledgement will be placed into each Charter School employee's personnel folder. In addition, appropriate portions of this Policy and related information will be incorporated into on-going Charter School communications thrust to underscore the continuing importance that Charter School places on student/staff interaction.

1410 Focus on Academics and Learning Policy
Approved: June 22, 2023
Amended: February 28, 2024

Audeo Charter School II ("Audeo II"), Audeo Charter School III ("Audeo III"), Audeo Valley Charter School ("Audeo Valley"), Altus Schools East County ~~Grossmont Secondary School ("GSS"),~~ Mirus Secondary School ("Mirus"), and Altus Schools South Bay ~~Sweetwater Secondary School ("SSS")~~ which are operated by Altus Schools Southern California ("ASSC") ~~Audeo Charter School corporation ("Audeo corp."),~~ are solely academic in nature. The schools consist of re-directive programs designed for all students seeking a learning approach better suited to their learning style. The development, growth, and expansion of the schools primarily involve the creation of instructional environments. These instructional environments support an individualized and personalized educational template that motivates and engages students. Extracurricular activities, such as sports, proms or other school sponsored dances, yearbooks, class rings, or anything unrelated to academics are not a part of the schools' operational design.

The schools' sole focus on academics and devotion to nurturing the intrinsic value and confidence gained by students successfully meeting academic goals that they once thought were beyond their reach, has resulted in notable academic achievements. Such achievements include but are not limited to: exceeding the one-year DASS graduation rates of San Diego County Dashboard Alternative School Status ("DASS")[1] schools and California DASS schools, outperforming comparable DASS schools in California assessments, maintaining a low one-year dropout rate (below 5%), and increasing student confidence within 90 days of enrollment. The confidence gained by working directly with the schools' instructional staff, coupled with the support of family and community, leaves students better equipped to make good life decisions as they pursue self-sufficiency, productivity, and positive social relationships, and it is for these reasons that it is the prerogative of the Board to retain the sole focus on academics. Partners of the ~~Audeo corp.~~ ASSC schools support this vision and help collaborate to prepare students to better deal with and overcome the personal and social constraints that influence their lives. This model has been sufficiently proven effective and may be replicated.

[1] *DASS schools have at least 70% of the school's total enrollment comprised of unduplicated high-risk groups such as: those who have been expelled, credit deficient, highly transient, homeless, pregnant and/or parenting, have gaps in enrollment, recovered dropouts, and/or those who are habitually truant.*

1450 Students in Transition Policy
Approved: June 13, 2013

Every student that enrolls at Audeo Charter School is ensured access to the same opportunities for academic achievement and support, regardless of their living situation. The School will provide parents/guardians with materials that help explain student legal rights and resources available. The school and its staff will work with the student and their parent/guardian, if applicable, to ensure stable school placement in the least restrictive educational environment.

Audeo Charter School will provide access to the same academic resources, services, and enrichment activities as all other students while prohibiting students from being stigmatized or separated. Education and School placement decisions are to be dictated by the best interests of the child and in accordance with the Federal McKinney-Vento Act. Foster youth who reside in a home that is only temporary also qualify as "homeless" under the provisions of the Federal McKinney-Vento Act.

1490 Collaboration and Coordination For Selecting Successor Superintendent School Services ~~CEO~~ Policy
Approved: June 22, 2023
Amended: February 28, 2024

Altus Schools San Diego ("ASSD") and Altus Schools Southern California ("ASSC") ~~Student Success Programs ("SSP") and Audeo Charter School Corp. ("Audeo")~~ (herein collectively referred to as the "Organizations") share a common specific purpose "to support and benefit and carry out the purposes of ... public charter schools ... to provide public education based on the educational and teaching concepts, methods, models, techniques" common to both schools, called the "Altus Model." ASSD and ASSC ~~SSP and Audeo~~ collaborate and coordinate at a high level to gain economies of scale that best serve their students, further their respective educational goals, provide educational services, and otherwise serve their collective stakeholders. The Organizations share, among other things, personnel, facilities and intellectual property to achieve their common goals. This collaboration and coordination between the Organizations, which is at the core of their success, is facilitated by their shared Superintendent School Services ("Superintendent"). ~~Chief Executive Officer ("CEO").~~

The shared Superintendent ~~CEO~~ is vital to the synergy of the Organizations, and thus upon the approval of this policy by both ~~SSP and Audeo~~ ASSD and ASSC, it is the position of the ~~SSP and Audeo Boards~~ ASSD and ASSC Boards that ~~SSP and Audeo~~ ASSD and ASSC shall be required to collaborate and coordinate on the hiring of any ~~successor~~ successor Superintendent ~~CEO~~, which should include the interviewing and selecting of a potential candidate. A successor Superintendent ~~CEO~~ must be approved by *both* Organizations. Such collaboration and coordination align with how the Organizations have previously operated and shall be the way the Organizations continue to operate at a high level.

Any successor Superintendent ~~CEO~~ will oversee and manage the affairs of both ~~SSP *and* Audeo~~ ASSD and ASSC and take any action necessary to effectuate the Organizations' charitable purposes, policies, and educational philosophies, including the Altus Model. The Altus Model shapes the philosophies, systems, practices, procedures, and cultures that comprise these Organizations by supporting an innovative approach to personalized education, the professional development of employees, and data-informed change. Such an approach creates sustainable schools and organizations. The Organizations must continue to share the same Superintendent ~~CEO~~ to properly maintain this unique Model.

1500 LEA Uniform Complaint Policy and Procedures
Approved: May 5, 2009
Amended: June 29, 2015**,** March 10, 2016, August 26, 2020, **March 1, 2023, February 28, 2024**

Altus Schools Southern California oversees ~~The~~ Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary and ~~Sweetwater Secondary School~~Altus Schools South Bay ("~~Audeo or~~ "ASSC" or Charter School") whose policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity.

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public schools, Migratory Children and Children of Military Families;

- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs, and
- School Safety Plans.

(3) Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 – 52077, including an allegation of a violation of Education Code sections 47605.5 or 47607.3, as referenced in Education Code Section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, ASSC ~~Audeo~~ shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by

the Charter School to ensure full reimbursement to all affected students, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or, ASSC ~~Audeo~~, and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable.

(5) If Audeo adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49190-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

ASSC ~~Audeo~~ acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Chief of Staff and Compliance Officer ("COSCO") or designee on a case-by-case basis. ASSC ~~Audeo~~ shall ensure that complainants are protected from retaliation.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Amanda Akle
Chief of Staff and Compliance Officer
10170 Huennekens Street
San Diego, CA 92121
(858) 678-4811

The COSCO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the COSCO or designee.

Should a complaint be filed against the COSCO, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The COSCO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be available on Charter School's ~~Audeo's~~ website. ~~Audeo~~ Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that Charter School~~Audeo~~ is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter School ~~Audeo~~ is operating pursuant to Title 22 licensing requirements.

3. A statement that ~~Audeo~~ Charter School is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30)calendar days of ~~Audeo's~~ Charter School's decision, except if ~~Audeo~~ Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals ~~Audeo's~~ Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the

appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if ~~Audeo~~ Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School ~~Audeo~~ shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code §section 262.3.

11. A statement that copies of ~~Audeo's~~ Charter School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints, which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope", above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance of unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy. A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the COSCO or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the COSCO or designee shall be made in writing. The period for filing may be extended by the COSCO or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The COSCO ~~School Coordinator~~ shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the ~~Audeo Board of Directors~~ASSC Board of Directors approved the LCAP or the annual update was adopted by ~~the Audeo~~the Charter School.

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The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

  Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

  The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

  The complainant and/or the complainant's representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

  The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the

investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Final Written Decision**

Charter School ~~Audeo~~ shall issue an investigation report (the "Decision) based on the evidence. ~~Audeo's~~ Charter School's decision shall be in writing and sent to the complainant within sixty (60) calendar days of ~~Audeo's~~ Charter School's receipt unless the timeframe is extended with the written agreement of the complainant. Charter School's ~~Audeo's~~ Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.
The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether Charter School ~~Audeo~~ is in compliance with the relevant law.

3. Corrective actions, if ~~Audeo~~ Charter School finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal Charter School's ~~Audeo's~~ decision within thirty (30) calendar days to the CDE, except when ~~Audeo~~ Charter School has used its UCP to address complaints that are not subject to the UCP requirements

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Audeo and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. ~~Audeo~~ Charter School failed to follow its complaint procedures.

2. Relative to all allegations of the complaint, ~~Audeo's~~ Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in ~~Audeo's~~ Charter School's Decision are not supported by substantial evidence.

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4. The legal conclusion in ~~Audeo's~~ Charter School's Decision is inconsistent with the law.

5. In a case in which ~~Audeo's~~ Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

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Upon notification by the CDE, that the complainant has appealed the Decision, the COSCO or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Charter School~~Audeo~~ for resolution as a new complaint. If the CDE notifies the Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

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Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusion of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decisions remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date of the complaint was filed with the Charter School.

Civil Law Remedies

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A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law

remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

[INSERT CHARTER SCHOOL LETTERHEAD]

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ **First Name/MI:** _____

Student Name (if applicable): _____ **Grade:** _____ **Date of Birth:** _____

Street Address/Apt. #: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Phone: _____ **Cell Phone:** _____ **Work Phone:** _____

School/Office of Alleged Violation:
_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ **Adult Education**
- ☐ **Career Technical and Technical Education/Career Technical and Technical Training**
- ☐ **Child Care and Development**
- ☐ **Consolidated Categorical Aid Programs**
- ☐ **Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families**
- ☐ **Every Student Succeeds Act**
- ☐ **Local Control Funding Formula/ Local Control and Accountability Plan**
- ☐ **Migrant Education Programs**
- ☐ **Regional Occupational Centers and Programs**
- ☐ **School Plans for School Achievement**
- ☐ **School Safety Plan**
- ☐ **Pupil Fees**
- ☐ **Pregnant, Parenting or Lactating Students**

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ **Age**
- ☐ **Ancestry**
- ☐ **Color**
- ☐ **Genetic Information**
- ☐ **Immigration Status/Citizenship**
- ☐ **Marital Status**
- ☐ **Sex (Actual or Perceived)**
- ☐ **Sexual Orientation (Actual or Perceived)**
- ☐ **Based on association with a person or group with one or more**

☐ **Disability** (Mental or Physical)
☐ **Medical Condition**
☐ **Ethnic Group Identification**
☐ **Nationality / National Origin**
☐ **Gender / Gender Expression / Gender Identity**
☐ **Race or Ethnicity**
☐ **Religion**

of these actual or perceived characteristics

1. **Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. **Have you discussed your complaint or brought your complaint to any Audeo personnel? If you have, to whom did you take the complaint, and what was the result?**

_____

_____

_____

_____

_____

_____

_____

3. **Please provide copies of any written documents that may be relevant or supportive of your complaint.**

I have attached supporting documents. ☐ **Yes** ☐ **No**

Signature: _____ **Date:** _____

Mail complaint and any relevant documents to the Compliance Officer:

Amanda Akle
Chief of Staff and Compliance Officer
10170 Huennekens Street, San Diego, CA 92121
(858) 678-4811

1550 Student Fees Policy
Approved: September 11, 2014
Amended: February 16, 2022, ***June 22, 2023, February 28, 2024***

This student fees policy has been adopted by the ~~Board of Directors of Audeo Charter School Corp. Inc.~~Altus Schools Southern California board to apply to Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and ~~Sweetwater Secondary School,~~Altus Schools South Bay, all hereafter collectively referred to as "Charter School." This Policy is adopted in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575 ("AB 1575") (effective January 1, 2013), which prohibit the charging of any student fees for participation in an educational activity at a public school.

I. General Statement of Policy

No student enrolled in Charter School shall be required to pay a student fee for participation in ~~Audeo Charter School's~~Charter School's educational activity unless specifically authorized by law.

II. Definitions

"Educational activity" means any activity offered by Charter School that constitutes an integral fundamental part of a student's education, including, but not limited to, curricular and extracurricular activities.

"Pupil fee" means a fee, deposit, or other charge imposed on students, or a student's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pursuant to Education Code section 49010, prohibited student fees include, but are not limited to, the following:

(a) fees charged as a condition for registering for school or classes, or as a condition for participation in a class or any extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit;

(b) a security deposit, or other payment, that a student is required to make to obtain a book, class apparatus, laptop, I-Pad, e-reader or other materials or equipment;

(c) purchase that a pupil is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

III. Policy Against Unlawful Pupil Fees

1. All supplies, materials, and equipment needed for students to participate in Charter School's educational activities shall be provided to students by the school free of charge.

2. Charter School does not use a fee waiver policy to make any student fee permissible.

3. Charter School does not have a "two-tier" educational system. Students who purchase additional supplies not provided free-of-charge by ~~Audeo~~ Charter School, or students who make voluntary donations to ~~Audeo~~ Charter School's programs and activities, are not provided a higher educational standard than students who do not.

4. Charter School does not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a student, and Charter School does not remove course credit or privileges related to educational activities, or otherwise discriminate against any student who does not or will not provide money or donations of goods or services to the school.

5. No fees shall be charged for inter district transfers, tuition or diplomas, mandatory caps and gowns, or admissions charges, whether for instruction or extracurricular, if part of the educational program. A cap and gown will be provided free of charge by Charter School to graduating students and must be returned to Charter School after the Graduation ceremony. Charter School may solicit voluntary donations of funds from students and parents of students to help cover the cost of cap and gown, but all students are provided access to a cap and gown, regardless of student or parent donation. Alternatively, students

have the option to purchase their own cap and gown, which does not need to be returned to Charter School after the graduation ceremony.

IV. Lawful Fees

These prohibitions shall not be interpreted to prohibit the imposition of a fee, deposit, or other charge otherwise allowed by law. (Education Code § 49011(e).) These include the following:

1. Reasonable fees [up to an amount not to exceed $10,000] for the replacement of lost, damaged or unreturned school supplies, such as school ID cards, library books, laptops, iPads, e-readers, or library late return fees.

2. Fees for field trips and excursions in connection with courses of instruction or school related social, educational, cultural, athletic, or school band activities, as long as no student is prevented from making the field trip or excursion because of lack of sufficient funds. Charter School Charter may solicit voluntary donations of funds or services from students and parents of students to help fund the field trips that are part of the curriculum, but all students may participate regardless of student or parent donation.

3. Fees for optional attendance as a spectator at a school sponsored activity

4. Charges for food served to students, subject to free and reduced price meal program eligibility and other restrictions specified in law.

5. Charges for medical or hospital insurance for field trips that is made available by the Charter School

6. Fees for outdoor science school camp program, so long as no student is denied the opportunity to participate because of nonpayment of the fee.

7. Reimbursement for the direct costs of materials provided to a student for property the student has fabricated from such materials for his/her own possession and use, such as wood shop, art, or CTE projects kept by the student.

8. Reimbursement for the actual cost of duplicating public records, student records, or a prospectus of the school curriculum. (Government Code § 6253; Education Code § 49091.14). There are two exceptions: First, no charge shall be made for furnishing up to two transcripts of former pupils' records or up to two verifications of various records of former pupils. (Education Code § 49065.) Second, if the cost would effectively prevent the parent of a special education pupil from exercising the right to receive copies of pupil records, the copies shall be reproduced at no cost.

9. Fees for transportation to and from school, and transportation between school and regional occupational centers, programs or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and provided there is a waiver provision based on financial need.

10. Fees for transportation of pupils to places of summer employment.

11. Tuition fees charged to pupils whose parents are actual and legal residents of an adjacent foreign country or an adjacent state.

12. Tuition fees collected from foreign students attending Charter School pursuant to an F-1 visa, equal to the full unsubsidized per capita cost of providing education during the period of attendance.

13. Fees for an optional fingerprinting program for kindergarten or other newly enrolled students, if the fee does not exceed the actual costs associated with the program.

14. Fees for community classes in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the community classes.

15. Charges for eye safety devices for a student to keep, at a price not to exceed the district's actual costs, so long as the school provides them free for use in specified courses or activities in which students are engaged in, or are observing, an activity or the use of hazardous substances likely to cause injury to the eyes.

16. Fees for Advanced Placement and International Baccalaureate Diploma examinations for college credit, so long as (1) taking the exam is not a course requirement and (2) the exam results have no impact on a pupil's grade or credit in a course. An LEA may fund all or part of the cost of the AP test fee for an economically disadvantaged high school pupil or the IB test fee for a low- or middle-income pupil.

17. Fees for After School Education and Safety Programs, so long as no eligible student is denied the ability to participate because of an inability to pay the fee.

Fees for childcare and development services, except that no fees shall be assessed to students enrolled in the program for severely disabled children as stated in Education Code § 8250(d) or families receiving CalWORKS cash aid. Fees for state preschool, except that no family fees shall be assessed to students placed in state preschool by an IEP or families receiving CalWORKS cash aid. (Education Code §§ 8239, 8259(d)(3), 8263(g), (h), 8265, 8447(g), 5600.) Fees for supervision of children before and after school, except that no child who desires to participate shall be denied the opportunity to participate because of inability to pay the fee. (Education Code §§ 8487 and 8488.)

V. Voluntary Contributions

Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or SCS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Pupils, parents, and guardians are still encouraged (though not required) to make voluntary contributions or donations of time, money, or property and to participate in fund raising activities.

Pupils may be encouraged to participate in fundraising activities through prizes or other recognition for voluntary participation.

VI. Notice

Students and parents of students will be provided a copy of this policy at the start of each school year as part of Charter School's Student and Parent Handbook.

VII. Complaint and Remedy Procedures

Students, parents or guardians who believe they are being charged an impermissible pupil fee should contact the Deputy Superintendent School Services ~~Executive Director~~ or designees, or file a complaint pursuant to pursuant to ~~Audeo~~ Charter School's Uniform Complaint Procedures Policy ("UCP") set forth in Student and Parent Handbook. As outlined in the UCP, complaints related to school fees may be made anonymously. Pupil fee complaints shall be filed not later than one year from the date the alleged violation occurred.

In the event Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by SCS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board. Under 5 CCR § 4600(u), "reasonable efforts" means a public school's good faith attempts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint, as follows:

(1) Reasonable efforts to identify pupils who paid a pupil fee include but are not limited to researching existing school records, contacting pupils who were enrolled in or participating in the educational activity during the time the pupil fee was charged, and considering submissions of proof of payment of the pupil fee.

(2) Reasonable efforts to fully reimburse all pupils, parents and guardians who paid a pupil fee include but are not limited to crediting the pupil's school financial account and sending reimbursement by first class mail to the pupil's last known primary address as contained in school or local educational agency records. If the school has knowledge that a pupil's last known address as contained in school or local educational agency records is no longer valid, the school may attempt to obtain a more recent address from any notices returned to the school or local educational agency by the United States Postal Service.

1600 School Attendance Review Board (SARB) Policy
Approved: April 5, 2010

Pursuant to *EC* 48200, every child from the age of 6 to 18 in the State of California is required to attend school regularly in order to make a successful transition to the next grade level and to graduate with a high school diploma. All enrolled students, regardless of age, will be held to the same school attendance rules. The Governing Board recognizes that a vigilant supervision of attendance to improve attendance rates and graduation rates and to reduce truancy and dropout rates is vital to the learning and achievement of students. Improving student attendance and reducing the dropout rate is a school priority.

Because supervision of attendance is an essential component of an effective school attendance program, the Board will designate a school employee to supervise attendance. The School Administrator or designee(s) will be responsible for managing a School Attendance Review Board (SARB) that reaches every student, is conducted in collaboration with local resources, uses truancy and dropout data to modify interventions, and shares outcomes with all SARB representatives and the Governing Board.

Among other duties that may be required by the Board shall be those specific duties related to compulsory full-time education, truancy, and work permits (*EC* 48240).

Limiting Excused Absences and Eliminating Unexcused Absences

The School Administrator or designee(s) must ensure that the attendance program limits excused absences and decreases unexcused absences. *EC* 48205 enumerates the reasons for excused absences, and the School Administrator or designee(s) may require verification by a school official or physician if absences for health reasons appear excessive and may require prior notice from parents for absences excused for justifiable personal reasons, such as non-emergency appointments or permitted religious instruction or retreats. (*EC* 46014, 48205)

Students who are 18 years of age or older or who are emancipated may provide their own excuses for absences, and the School Administrator or designee(s) may require verification from a physician or designated school official when necessary. (*EC* 46012)

1700 Anaphylaxis Policy
Approved: June 29, 2015

Policy Statement and Purpose:

Altus – Audeo Charter School ("Audeo" or the "Charter School") Board of Directors ("Board") believes that the safety and wellbeing of individual's with undiagnosed anaphylaxis is a whole community responsibility. Altus – Audeo Charter School is committed to:

- Providing as far as practical, a safe and healthy environment.
- Raising awareness about allergies and anaphylaxis among the school community and children in attendance.
- Ensuring each staff member and other relevant adults has adequate knowledge of allergies, anaphylaxis and emergency procedures.
- Facilitating communication between all staff, students and families to ensure the wellbeing of children at risk for anaphylaxis.

Scope:

This policy shall apply when an individual is suffering, or reasonably believed to be suffering, from an anaphylactic reaction. This policy applies to the whole school community, students, parents/guardians and school volunteers.

Background:

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two percent of the general population and up to five percent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, bee or other insect stings, and some medications. Young children may not be able to express the symptoms of anaphylaxis. A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector. The Charter School recognizes the importance of staff responsible for the individuals at risk of anaphylaxis undertaking training that includes preventative measure to minimize the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an epinephrine auto-injector. Staff and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any school that is open to the general community. Staff should not have a false sense of security that an allergen has been eliminated from the environment. Instead the Charter School recognizes the need to adopt a range of procedures and risk minimization

strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimize the presence of the allergen in the Charter School.

Definitions:

- **Allergen**: A substance that can cause an allergic reaction.

- **Allergy**: an immune system response to something that the body has identified as an allergen. People genetically programmed to make an allergic response will make antibodies to particular allergens.

- **Allergic reaction**: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.

- **Anaphylaxis**: means a potentially life-threatening hypersensitivity to a substance.
  - **(A)** Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma.
  - **(B)** Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.

- **Authorizing physician and surgeon**: may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

- **Anaphylaxis management training**: Training provided at the Charter School yearly by the school nurse or other designated individuals authorized by the authorizing physician or surgeon.
  - Training includes, but is not limited to, all of the following:
    - **(A)** Techniques for recognizing symptoms of anaphylaxis.
    - **(B)** Standards and procedures for the storage, restocking, and emergency use of epinephrine auto-injectors.
    - **(C)** Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the pupil's parent and physician.
    - **(D)** Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
    - **(E)** Instruction on how to determine whether to use an adult epinephrine auto-injector or a junior epinephrine auto-injector, which shall include consideration of a pupil's grade level or age as a guideline of equivalency for the appropriate pupil weight determination.
    - **(F)** Written materials covering the training information provided.

- **Individuals at risk of anaphylaxis**: Those individuals whose allergies are undiagnosed and encounter an unknown allergic reaction.

- **Epinephrine Auto Injector**: means a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis..

- **Qualified supervisor of health**: may include, but is not limited to, a school nurse.

- **Intolerance**: Often confused with allergy, intolerance is a reproducible reaction to a substance that is not due to the immune system. (i.e. lactose intolerance)

- **No food sharing**: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the parents/guardians, and does not share food with, or accept other food from any other person.
- **Volunteer or trained personnel**: means an employee who has volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis, has been designated by a school, and has received training regarding the storage and emergency use of an epinephrine auto-injector from the school nurse or other qualified person designated by an authorizing physician and surgeon.

- **Pathophysiology and Treatment**: Anaphylaxis can affect any part of the body and cause various symptoms. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. Other signs and symptoms are hives, itching, red water eyes, runny nose, vomiting, diarrhea, stomach cramps, change of voice, coughing, wheezing, throat tightness or closing, difficulty swallowing, difficulty breathing, sense of doom, dizziness, fainting or loss of conscience, change of skin color.

- **Medications**: Epinephrine Treatment is centered on treating the rapidly progressing effects of histamine release in the body with epinephrine. The allergen should also be removed immediately. Altus Institute will have a prescription in place written and issued by an authorizing physician or surgeon for epinephrine auto-injectors to supply the Charter School locations in case it is necessary to administer an epinephrine auto-injector in the event a person is suffering or reasonably believed to be suffering from anaphylaxis.

Standards and Procedures for Emergency Use and Storage of Epinephrine Auto-Injectors

1. **Prescribed Epinephrine Auto-Injectors**: The qualified supervisor of health, which may include but is not limited to the Charter School nurse or, if there is no qualified supervisor of health, a Charter School administrator, shall obtain from an authorized physician a prescription for the Charter School for epinephrine auto-injectors that, at a minimum, includes two (2) regular (adult) and one (1) junior epinephrine auto-injector. (Ed. Code § 49414(g)(1).)

2. **Restocking**: The qualified supervisor of health (Charter School nurse or administrator) shall be responsible for stocking the epinephrine auto-injector and restocking it if it is used. If the epinephrine auto-injector is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date. (Ed. Code § 49414(h).)

3. **Storage**: According to the manufacturer, epinephrine auto-injectors should be stored in a secure but accessible, well-marked location, at room temperature until the marked expiration date, at which time the unit must be replaced. Epinephrine auto-injectors should be stored in an unlocked location. Auto-injectors should not be refrigerated as this could cause the device to malfunction. Epinephrine auto-injectors should not be exposed to extreme heat or direct sunlight. Heat and light shorten the life of the product and can cause the epinephrine to degrade. To be effective, the solution in the auto-

~~injector should be clear and colorless. If the solution is brown, the unit should be replaced immediately.~~

~~4. **Emergency Use**: The Charter School nurse, or, or if the Charter School nurse is not on-site or available, a trained volunteer may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at the Charter School or a Charter School activity when a physician is not immediately available. (Ed. Code § 49414(h).)~~

~~5. **Emergency Follow-Up**: After administering the epinephrine auto-injector, the Charter School nurse or trained volunteer shall initiate emergency medical services or other appropriate medical follow-up procedures in accordance with the Charter School's training materials. (Ed. Code § 49414(i).)~~

1710 Student Wellness Policy
Approved: February 22, 2018
Amended: February 16, 2022, June 22, 2023, February 28, 2024

The Altus Schools Southern California Board of Directors ~~Board of Directors of Audeo Charter School, Inc.~~ hereby adopts this Wellness Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and Altus Schools South Bay ~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School." Charter School adopts this policy to ensure its commitment to the optimal development of every student. Charter School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. This policy may be updated from time to time as required to be in compliance with state law, regulation, or administrative directive.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This Policy outlines Charter School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in the Charter School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School resource centers —in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the Charter School in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.

- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students, faculty, and staff in the Charter School. Specific measurable goals and outcomes are identified within each section below.

I. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan
Using the steps outlined below, the Charter School will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: www.Audeo2.com; www.audeo3.com; www. audeovalley.com; www.grossmontsecondarycharter.com; www.miruscharter.com; www.sweetwatersecondary.com

Recordkeeping
The Charter School will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy
The Charter School will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. The Charter School will make this information available via the Charter School website and/or Charter School-wide communications. The Charter School will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

Triennial Progress Assessments
At least once every three years, the Charter School will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the Charter School in compliance with this Policy;
- The extent to which the Charter School's Policy compares to model wellness policies; and

- A description of the progress made in attaining the goals of the Charter School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

Special Education Coordinator
619-393-2270

Commented [MB2]: Please confirm.

The Deputy Superintendent School Services ~~Executive Director~~ will monitor the Charter School's compliance with this Policy.

The Charter School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy
The Charter School will update or modify this Policy as appropriate based on the results of the annual Charter School Health Index and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications
The Charter School is committed to being responsive to community input, which begins with awareness of the Policy. Charter School will actively communicate ways in which representatives of the Charter School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. The Charter School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

The Charter School will use electronic mechanisms, such as email or displaying notices on the Charter School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum. The Charter School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

II. Nutrition

Charter School Meals

The Charter School is committed to promoting heathy food choices. It does not currently provide school meals or participate in federal or state programs related to school meals. To the extent any foods are made available to students at Resource Centers; Charter School will ensure such foods:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the operational hours of the Resource Centers. Charter School will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students at the school Resource Centers during the school day to support healthy eating. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

The Charter School does not generally sell food at the Resource Centers and school administration offices. However, in the event that Charter School decides to sell food in the future, and to support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students at the Resource Centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the Charter School Resource Centers will meet or exceed the USDA Smart Snacks in Charter School nutrition standards, including through:

1. Celebrations and parties. The Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Resource Center snacks brought by parents. The Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

The Charter School does not generally host fundraisers at Resource Centers. However, in the event such a fundraiser occurs, foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers at the Charter School Resource Centers during the school day. The Charter School will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

The Charter School will promote healthy food and beverage choices for all students throughout the school Resource Centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in Charter School nutrition standards.

Food and Beverage Marketing in Schools

The Charter School does not generally allow food and beverage marketing at Resource Centers. However, in the event such activity occurs, any foods and beverages marketed or promoted to students on the school Resource Centers during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the Deputy Superintendent School Services ~~Executive Director~~ reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

III. Physical Activity

The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The CDC also recommends that physical activity include muscle strengthening activities, such as gymnastics or push-ups, on at least three days per week, and bone strengthening activities like jumping rope or running at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- All students will have access to Physical Education coursework
- All students will be offered Health education coursework
- All teachers will be given annual professional development focused on student health

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. The Charter School will work toward achievement of these goals by:

- Updating the Safety Plan annually to remain current on school safety protocol
- Providing a clean and safe place for students to eat while at the Resource Center if needed
- Annually surveying students and parents on areas of strength and areas for improvement

- Annually conducting Open House and Senior Exit Orientations to gather feedback from students and parents on Resource Center operations

IV. Other Activities that Promote Student Wellness

The Charter School will integrate wellness activities across the entire Charter School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The Charter School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the parents and the community.

All Charter School-sponsored events will adhere to this Policy's wellness guidelines. All Charter School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The Charter School will continue *to* develop and enhance its *current efforts* in relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

Professional Learning

When feasible, the Charter School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help the Charter School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

1720 Field Trips and Excursion Policy
Approved: February 22, 2018, February 28, 2024

The Board of Directors of ~~-~~ Altus Schools Southern California ~~Audeo Charter School, Inc~~. hereby adopts the Field Trips & Cultural Excursions Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School, and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

The Charter School Board of Directors recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill the Charter School's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners. When a student is alert, observant, curious, reflective and respectful, learning and growth can occur anywhere, at any time, and, as educators, we must facilitate this dynamic process. There is no boundary to learning.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community.

Definition

A field trip or excursion is defined as students leaving Charter School grounds.

Monitoring Field Trips and Excursions

The teaching team is encouraged to plan, promote, and produce appropriate, effective, exciting and valuable educational field trips and excursions to expand student knowledge base and growth.

The Deputy Superintendent School Services ~~Executive Director~~ shall ensure that the field trips and excursions have an adequate number of adults attending and are monitored and are continually evaluated, thereby, ensuring that the activities promote the philosophy, goals and objectives of the Charter School's educational program.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying the Charter School employee at all times during the student field trip or excursion.

Field Trip and Excursion Planning and Approval

The Deputy Superintendent School Services ~~Executive Director~~ will ensure that the following items will be adhered to for all Charter School field trips and excursions:

1.) The proposed field trip or excursion relates to the Charter School's educational objectives
2.) The correct ratio of adult to students is met for supervision of the activity
3.) A means of transportation to and from the activity is provided
4.) Adequate restroom facilities, food and water will be available during the activity

Overnight field trips and excursions require both the above procedure and Board approval.

Even though we have a policy of inclusion, there may be a situation when the Deputy Superintendent School Services ~~Executive Director~~ must use his or her discretion to exclude a student from a field trip or excursion when that student's presence and participation would pose a safety or disciplinary risk.

The Deputy Superintendent School Services ~~Executive Director~~ shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

In an effort to be efficient and environmentally sensitive, parents/guardians will have the option of signing one permission slip form at the beginning of each year authorizing their child(ren) to attend any field trip that is planned during the school year. Parents/guardians may instead, elect to receive and sign individual permission slips for each field trip or excursion throughout the year. Parents will be given advance notice of each field trip or excursion.

Notwithstanding any other portion of this policy, all overnight and out-of-state field trips require an individual permission slip.

The permission slip will include a waiver of all claims against the Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. Items that will be included on the permission slip are:

1.) An emergency phone number for the student
2.) Any medications the student is required to take with the time and dosage required
3.) Any medications the student is allergic to
4.) Any other medical information necessary to ensure the student's safety

A copy of a completed and signed permission slip will be kept on the Charter School site by the Deputy Superintendent School Services ~~Executive Director~~ or Designee and one copy will be given to the teacher to take on the field trip or excursion. These forms will be regularly updated to keep all information current.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from student injuries on campus or while participating in a Charter School-sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student

Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Deputy Superintendent School Services ~~Executive Director~~ or Designee.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion. The Deputy Superintendent School Services ~~Executive Director~~ will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Deputy Superintendent School Services ~~Executive Director~~.

The Charter School employees or volunteers shall not consume alcohol or use controlled substance (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

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Students are under the jurisdiction of the Board at all times during the field trip or excursion and Charter School rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The Deputy Superintendent School Services ~~Executive Director~~ or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are: safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees.

A parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All parents or guardians volunteering to chaperone field trips and excursions are required to sign a waiver of all claims against the Charter School, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is by van, the legal occupancy limit must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements.

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

- Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage,
- A copy of their Driver's License and Car Registration,
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion,
- A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the Deputy Superintendent School Services ~~Executive Director~~ or Designee or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

Rules for Parent/Volunteer Drivers on Day Field Trips

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car. Volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
3. No movies may be shown in vehicles.
4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
5. Maps and directions from the teacher should be reviewed prior to leaving.
6. No purchases for students should be made on the field trip including food or treats for students in the car.
7. Call the Charter School office immediately if there is a problem.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant to section 35330 of the Education Code. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In addition, parents or guardians of students may help defray the field trip and excursion costs through voluntary donations. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section

35330(b), Charter School will coordinate the efforts of community service groups (including parents or guardians of other students) to supply funds for students in need.

Voluntary Participation
The coordinating teacher will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

1725 Email Policy
Approved: June 24, 2022, February 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo Charter School ("Audeo")~~ nonprofit public benefit corporation provides access to email accounts for all employees and Board members. Access to email is for conducting educational, instructional, and/or school business activities only. Personal use is not permitted.

Moreover, ASSC ~~Audeo~~ employees should not use personal email accounts for ASSC ~~Audeo~~ related communications. ASSC ~~Audeo~~ related communications may only take place using the employee's ASSC~~Audeo~~ authorized email account.

1730 E-MAIL RETENTION BOARD POLICY
APPROVED: JUNE 21, 2018, FEBURARY 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.,~~ a California nonprofit public benefit corporation operating public charter schools ("Charter School") doing business as Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School and ~~Grossmont Secondary School and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, hereby adopts this Email Retention Board Policy.

Purpose and Intent:
This policy is intended to establish standards for preserving and processing e-mail messages that are created, received, used and managed as part of the Charter School's daily business transactions. E-mail and other forms of electronic communications, such as text messaging and voicemail, generate correspondence that may be considered public records. This policy establishes and promotes acceptable and effective management and retention practices regarding e-mail messages and their attachments, and to ensure that only appropriate e-mail records are stored and/or retrievable. This policy applies to all individuals who have a Charter School email account and access the Charter School's technology resources.

Definitions:
E-mail messages, including any attachments, are writings that are created, stored, sent and/or delivered electronically between computers or on a network in an electronic format. "Automatically deleted" means the information will be removed from the Charter School's e-mail servers and will no longer be retrievable.

Policy:
The Charter School's technology resources are provided to enable the Charter School's business to be conducted efficiently and effectively. Charter School staff are required to comply with this policy. The only exception to this policy is where Charter School staff is specifically required to take other action when required by a management directive, state or federal law, court order, or regulation.

Standards and Requirements:

a. Employees should review e-mail messages in a timely manner and promptly delete all messages that are no longer relevant for their job duties. E-mail messages that are no longer relevant for an employee's job duties should be deleted after 30 days.
b. E-mail messages should be retained for no longer than 18 months.
c. E-mails or documents attached to e-mails that need to be retained for longer than 18 months must be either printed out or archived in a Charter School e-mail folder maintained on the employee's computer. Examples of e-mails or attached documents that may be retained longer than 18 months include: those having vital value (the information is critical to maintain the Charter School's operational

continuity after an emergency or disaster); those having significant operational value or business need (the information is required for performing the Charter School's primary functions (e.g., student records, employee records etc.); those required to be kept by law; those having significant fiscal relevance; and those with historical significance. These e-mails should be deleted when their usefulness has ended.

d. E-mails maintained in an employee's "Deleted Items" folder that are older than 12 months will be automatically deleted on a daily basis.
e. E-mails maintained in an employee's "Sent Items" folder that are older than 18 months will be automatically deleted on a daily basis.
f. Employees should review their electronic calendar entries in a timely manner and promptly delete calendar entries that are no longer relevant for their job duties.
g. Employees shall not configure their computer, e-mail, or electronic calendar system to circumvent this policy.

1740 Access To Public Records Policy
Approved: October 21, 2020, March 1, 2023, February 28, 2024

The Board of Directors of- Altus Schools Southern California ~~Audeo Charter School~~, a nonprofit public benefit corporation, hereby adopts the Board Policy Access to Public Records to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and ~~Sweetwater Secondary School~~Altus Schools South Bay all hereafter collectively referred to as ("Charter School"). Charter School adopts this policy regarding public records requests pursuant to the Public Records Act (Government Code Section 6250) to ensure compliance. This policy may be updated from time to time as required, to be in compliance with state law, regulation, or administrative directive.

Requests for public records shall be made to the office of the Chief of Staff and Compliance Officer ("COSCO"). The COSCO or designee may then determine the most appropriate employee of the Charter School to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in

the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the COSCO or designee shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Provisions of the California Public Records Act (Government Code Section 6250 *et seq*.) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

Charter School may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at .10 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does **not** include the cost of locating, retrieving, or inspecting records.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the COSCO's Office.

In response to a request for public records sent or received on an employee's personal devices or accounts, Charter School shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. Charter School's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of the Charter School may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the COSCO or designee shall determine whether the request seeks copies of disclosable public records in the possession of the Charter School, shall promptly inform the person making the request of the Charter School's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the COSCO may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;

3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of the Charter School having substantial subject matter interest therein;

4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of the Charter School within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then Charter School must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

1750 Education for Homeless Children and Youth Policy
Approved: February 16, 2022
Amended September 6, 2022, June 22, 2023, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School~~ corporation hereby adopts this Educational for Homeless and Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and Altus Schools South Bay~~Sweetwater Secondary School~~, hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized, or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Deputy Superintendent School Services ~~Executive Director~~ designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ana Maria Rojas, Equity and Inclusion Administrator
10170 Huennekens Street, San Diego, CA 92121
858-678-4818

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Charter School.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by

Charter School , if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Charter School shall also immediately enroll a homeless youth who seeks to enroll in the Charter School if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Deputy Superintendent School Services~~Executive Director~~ or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals.

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- Charter School nutrition programs

Transportation

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School , as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Charter School will be adequate and appropriate for the Student's situation, but Charter School does not commit to any one method of transportation for all youth.

Professional Development

All administrators, teachers and employees of Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Charter School certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Charter School's homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

High School Graduation Requirements

Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled

to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.

4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

1752 Education for Foster and Mobile Youth Policy
Approved: February 16, 2022
Amended September 6, 2022, June 22, 2023, February 28, 2024

Introduction

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School~~ hereby adopts this Educational for Foster and Mobile Youth Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and ~~Sweetwater Secondary School~~Altus Schools South Bay, hereafter collectively referred to as ("Charter School"). The Charter School recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth" m*eans any of the following:

    1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been

removed from the child' home by juvenile court).

2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
   a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
   b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
   c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[2]
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently

[2] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Ana Maria Rojas
Equity and Inclusion Administrator
arojos@altusschools.net
858-678-4818

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall

provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:

   a. An expulsion hearing for a discretionary act under the Charter School's charter.

   b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.

   c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to Administrator of Instructional Services, School Coordinator and Student Services Coordinator of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Equity and Inclusion Adminstrator ~~Officer~~ or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the

authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same

attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth have the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[3], a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the

[3] For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Equity and Inclusion Administrator ~~Officer~~ or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation

shall include all of the following:
1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Equity and Inclusion Officer or designee shall:

1. Consult with the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational

institution.

3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.

4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.

2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.

3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.

4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1) Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2) Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to

determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3) If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
    i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
    ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization, and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs,

and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

1754 Educational Equity and Immigration Status Policy
Approved: February 16, 2022
Amended: June 22, 2023, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School~~ hereby adopts this Educational Equity and Immigration Status Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County~~Grossmont~~

~~Secondary School~~, Mirus Secondary School, and ~~Sweetwater Secondary School~~Altus Schools South Bay, hereafter collectively referred to as ("Charter School"). The Charter School recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected. Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School's sensitive or safe locations unless required by law.

Information about children's rights to a free education regardless of immigration status or religious beliefs and the Attorney General's *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to AB 699 shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and provides annual notice of same to families. The Policy expressly prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code, including immigration status, and Section 220 of AB 699, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration or citizenship status, religion, religious affiliation, creed, color, citizenship, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, pregnancy, childbirth or related medical conditions, association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on actual or perceived characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived religion, immigration status, or citizenship) and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

Charter School shall inform students who are victims of hate crimes of their right to report such crimes.
Complete copies of the *Uniform Complaint Policy and Procedures* and the *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy* are available for review at the administration office.

Gathering and Managing Student and Family Information
School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.
- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment
As a charter school, Charter School is open to all students who wish to attend, regardless of residency. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information

that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

However, please note: (1) that parents and guardians are not required to provide each and every document listed and that (2) in accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if he or she is unable to provide proof of residency or age or other documentation normally required for enrollment.
Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School personnel will solicit that documentation or information separately from the enrollment process.

Social Security Information:
Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member's Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements.

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA). Charter School requires written parental or guardian consent for release of student information unless the information is relevant for a legitimate education interest or includes directory information only.
Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration-enforcement purposes without a court order or judicial subpoena. A copy of the complete *Education Records and Student Information Policy* is available for review in the administration office.

Charter School's request for written parental or guardian consent for release of student information must include:

(a) The signature and date of the parent, guardian, or eligible student providing consent;
(b) A description of the records to be disclosed;
(c) The reason for the release of information;
(d) The parties or class of parties receiving the information; and
(e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that this not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

(a) Notify a designated Charter School official about the information request.
(b) Provide students and families with appropriate notice and a description of the immigration officer's request.
(c) Document any verbal or written request for information by immigration authorities.
(d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the local educational agency prohibits disclosure, Charter School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Responding to Immigration Enforcement on Campus
No visitor – which include immigration-enforcement officers – shall enter or remain on school grounds of the Charter School during school hours without having registered with the principal or designee. If there are no exigent circumstances necessitating immediate action, and if the

immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the administration office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Superintendent or designated administrator of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the offer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the Deputy Superintendent School Services~~Executive Director~~.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer his/her reason for being on school grounds and document it.
4. Ask the officer to product an documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer's orders and immediately contact the- Deputy Superintendent School Services~~Executive Director~~.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
    a. An ICE warrant, Charter School personnel shall inform the agent that he or she cannot consent to nay request without first consulting with the Charter School s counsel or other designated agency official
    b. A federal judicial warrant, such as a search-and-seizure warrant or an arrest warrant; prompt compliance is usually legally required. If feasible, consult with

the Charter School's legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant

c. Subpoena for production of documents or other evidence
    i. Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel or other designated official of the subpoena, and await further instructions on how to proceed

8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document his or her actions while on campus
9. After the encounter with the officer, the Charter School shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
    a. List or copy of the officer's credentials and contact information;
    b. Identity of all school personnel who communicated with the officer;
    c. Details of the officer's request;
    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
    e. Charter School personnel's response to the officer's request;
    f. Any further action taken by the agent; and
    g. Photo or copy of any documents presented by the agent
10. Charter School personnel shall provide a copy of those note, and associated documents collected form the officer, to the Charter School's legal counsel or other designated agency official.
11. In turn, Charter School's legal counsel or other designated official] shall submit a timely report to the Charter School Board of Directors regarding the officer's requests and actions and Charter School's response(s).
12. E-mail the Charter School Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes

Charter School personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Responding to the Detention or Deportation of a Student's Family Member

Charter School shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

> Charter School shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.
>
> In the event a student's parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student.
>
> Charter School shall only contact Child Protective Services if the [local educational agency] personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan
To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources
In the event that a student's family member is detailed, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator
  - (https://locator.ice.gov/odls/ homePage.do)
- (2) Legal Assistance

- There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent
- A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR)

- (3) Consulate or Embassy.
  - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Charter School will also ensure that the attorneys who they refer students to are licensed and in good standing with the State bar of California, by checking online at http://www.calbar.ca.gov/Attorneys

1756 Immunization Policy
Approved: June 24, 2022
Amended: June 22, 2023, February 28, 2024

The Board of Directors of ~~Audeo Charter School~~ Altus Schools Southern California, a nonprofit public benefit corporation hereby adopts this Immunization Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School~~, Grossmont Secondary School~~Altus Schools East County, Mirus Secondary School, and ~~Sweetwater Secondary School~~Altus Schools South Bay, all hereafter collectively referred to as ("Charter School"). The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports
California law requires that an immunization record be presented to Charter School staff before a child can be unconditionally enrolled in school. Entering students who are not exempt must provide Charter School written verification from a doctor or immunization clinic of the following immunizations:

Child's Grade	Immunization	Dosage
TK/K-12[4]	Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
	Polio	Four (4) doses
	Measles, Mumps, and Rubella (MMR)	Two (2) doses
	Hepatitis B (Hep B)	Three (3) doses
	Varicella (chickenpox)	Two (2) doses
Entering 7th Grade[5]	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose
	Varicella	Two (2) Doses

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent student record and shall be kept in accordance with Charter School's Educational Records and Student Information Policy. Charter School will file a written report on the immunization status of all new entrants to Charter School with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

Charter School shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter Charter School's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

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[4] **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

[5] **NOTE:** In order to begin seventh grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for the TK/K-12 grade levels (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the seventh grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement
expires after June 30, 2025).

If Charter School discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, Charter School will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, Charter School shall exclude this student from attendance. The student shall remain excluded from Charter School until the student provides proper documentation of the student's compliance with the immunization requirements as required by law. The student shall also be reported to the School Services Coordinator.

The Deputy Superintendent School Services ~~Executive Director,~~ or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at a Charter School resource center to any student whose parent/guardian has consented in writing.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, Charter School will prohibit the student from further attendance until that student provides proper documentation of the student's compliance with the immunization requirements as required by law.

Documentary Proof

The Deputy Superintendent School Services ~~Executive Director~~ shall maintain the student's immunization information in the student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

1. Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370-120372.

a. Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
b. On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
c. Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372

2. Independent study students who do not attend ANY resource center classes or activities.

    a. A student who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the student is otherwise exempt under #1 or #3.

3. Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the Charter School, shall be allowed to enroll at the Charter School without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).

    a. "Grade span" means each of the following:
        i. Birth to Preschool.
        ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
        iii. Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 of the Health & Safety Code and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from a resource center site until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

This Policy does not prohibit a student who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

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1810 Support for Research
Approved: June 24, 2022
Amended: February 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo Charter Schools ("Audeo")~~ nonprofit public benefit corporation Board and leadership commit to the support of a strong, active research component for the schools in their charge. As a critical part of the ADLI (Approach, Deploy, Learn, Integrate) approach to strategic growth, professional development and innovation, ASSC ~~Audeo~~ holds as a view that every employee's scope of work may include as an expectation the observation, exploration, and/or sharing of instructional, educational, operational, and related activity at the national, state, and/or local levels.

It is held as a basic tenet of ~~Audeo~~ ASSC that the continuous learning on the part of all employees is vital to the continued growth of a vibrant instructional, operational, and professional environment that ultimately benefits students influenced by the Altus Model. Audeo supports mastery of skills and new knowledge at all levels of the workforce.

Research Activities:

The activities surrounding these research efforts may include, but are not restricted to, attending local, state, and national conferences on a unique variety of subject areas including the charter movement, charter law, charter school development and management, and business-related learnings as directed by ASSC ~~Audeo~~ leadership. This information gathering may include personal interviews, meetings, the preparation of white papers, articles, technical manuals, and other major publications, working with consultants, and producing or coordinating projects that include the sharing of information (data, operational, or process) with other entities interested in work relating to research and the Altus Model.

Consistent with ~~Audeo's~~ ASSC's charitable purpose, it is the intent of ~~Audeo~~ ASSC that its involvement in active research and study not only benefit and promote the schools directly, but inspires and engages employees at every level in the promise of working for an entity which is oriented to process improvement, innovative non-traditional approaches, and futuristic development of programs that benefit ASSC ~~Audeo~~ students and all students everywhere.

1820 Research Development and Sharing Policy
Approved: June 22, 2023
Amended: February 28, 2024

The Charter Schools Act of 1992 created charter schools, in part, to be laboratories for research and development to improve public education. The Legislature provides that charter schools "provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently" to: (1) "improve pupil learning"; (2) "increase learning opportunities for all pupils"; (3) "encourage the use of different and innovative teaching methods"; (4) "create new professional opportunities for teachers"; (5) "provide parents and pupils with expanded choices"; (6) and to "provide vigorous competition within the public school system to stimulate continual improvement in all public schools." (Ed. Code sec. 47601.)

Research, learning, and sharing are at the core of Altus Schools' success. Within the life of the Altus community exists a school within the school. The school within a school concept has been a part of Altus Schools' culture for almost 20 years. The high-level training, study, and research takes place -to improve the systems and processes of all the Altus Schools, to support employees at all levels, to create new and better ways of teaching and learning, and to inform those within the schools and community interested in improving America's public educational system. The Altus Schools focus on teaching teachers and staff how to grow, improve, and gain mastery in the art of teaching and supporting students. The Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.'s ("Audeo")~~ Board believes that the learnings derived from this intricate system of teaching and learning is essential to a future that sustains a highly professional and committed educational organization that is vibrantly connected to ASSC's ~~Audeo's~~ vision, mission, and charitable trust.

The Superintendent School Services and Founder ("Superintendent") ~~Chief Executive Officer ("CEO")~~ (and if applicable, the Superintendent ~~CEO~~ Emeritus) is encouraged to engage in the preparations of publications, including, but not limited to, high-level manuals, guides, report, books, or digital media on topics such as those relating to memorializing the organization's historical development, training and on-boarding of employees, professional development training for work within high performance organizations, leadership, preparation for upward positional mobility, or other topics as determined by the Superintendent~~CEO~~ (or ~~CEO~~ Superintendent Emeritus) as needed for Altus Schools. The Board fully supports the broad work that is necessary to fulfill these goals including data analysis, interviews, travel, and other forms of research. The ~~CEO or CEO Emeritus~~ Superintendent or Superintendent Emeritus (if applicable), and appointed Leadership Staff will annually report upon key projects, research and/or findings relating to educational improvement and reform.

Publications that are of a high caliber and which reinforce the high standards of the Altus Schools may be selected by the Superintendent or Superintendent Emeritus ~~CEO (or CEO Emeritus)~~ to be

formally printed and disseminated both internally and externally. A guide or manual for example, may be sent out for publication. More sophisticated, deeper writings may require a third party to support this work. The Board strongly approves of this effort and the engagement of third parties for continual improvement of Altus Schools. If the final products merits book binding or publication, the Board authorizes the Superintendent ~~CEO~~ (or ~~CEO Emeritus~~Superintendent Emeritus if applicable) to publish the product for internal use or external sales naming ~~Audeo~~ ASSC as the publisher which allows ASSC ~~Audeo~~ to utilize the publication(s)for the use and benefit of ~~Audeo's~~ ASSC's schools as well other educational organizations.

Publication will be considered to be a means of promoting the Altus Schools by sharing its thinking for the good work of educating students, fostering high-performing organizations, developing and expanding culture and a strong sense of pride in the Altus Schools, and further taking actions to locally and nationally promote charter schools and influence the improvement of public education consistent with the intent of the Charter Schools Act.

2000 BOARD OF DIRECTORS

2100 Platform
2200 Organization
    2210 Governance Structure
    2220 Policy Responsibilities
    2230 Conflict of Interest
2301 Duties of Members
    2310Duties of Chair Person
    2320 Duties of Secretary
    ~~2330 Duties of Treasurer~~
2400 Qualifications
2500 Meetings
    2510 Schedule, Agenda, Minutes
    2520 Members of the Public ~~Visitors~~
2600 Suggestions, Concerns and Complaints
2700 Fiscal Accountability

2000 Board of Directors

Amended: February 28, 2024

2100 PLATFORM

We COMMIT:
To demonstrate positive student outcomes through the development of a system of accountability to the parents of the charter schools operated by Altus Schools Southern California ~~The Audeo Charter School~~ and the public at large.

We SUPPORT:
The California Charter School Initiative of 1992, as a viable option for the development of educational reform models which can be significant in the improvement of student achievement.

We BELIEVE:
That educational reform is necessary to preserve quality education in the United States, and to further develop the capacity of the workforce to compete in a global economy.

ASSC will coordinate with the personnel, programs and resources of the chartering authorities for the charter schools ASSC operates to the maximum extent appropriate. At the same time, ASSC will exercise its autonomy so as to always provide its clients, the students, with the very best educational value teachers, staff and the Board of Directors can derive from available funds and resources. When no superior law dictates otherwise, ASSC reserves the right to implement and rely upon ASSC's own relevant policies and procedures.

The administration for ASSC is directly and solely accountable to the Board of Directors. The Board of Directors is accountable to the chartering authorities of the charter schools operated by ASSC. Charter authorities are responsible for monitoring charter-defined aspects of each of the charter schools operated by ASSC. These include an annual audit of finances and educational outcomes.

ASSC will uphold the spirit and provisions of each charter under its operation.

- ASSC will hire, retain and develop those professionals best suited to the programs of the charter schools it operates.
- Teachers contracted through an ASSC employee agreement, including side agreements, work solely under the conditions of the applicable ASSC employee agreement.

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- ASSC will create teacher job descriptions, career paths and compensation systems uniquely appropriate to its mission.

~~1. The Audeo Charter School will articulate with the personnel, programs and resources of SDUSD to the maximum extent possible. At the same time, The Audeo Charter School will exercise its autonomy so as to always provide its clients, the students, with the very best educational value the teacher, staff and the Board of Directors can derive from available funds and resources. When no superior law dictates otherwise, The Audeo Charter School reserves the right to rely on its own relevant polices and procedures as a preferred alternative to District policy or education code.~~

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~~2. The administration for the Audeo Charter School is directly and solely accountable to the Audeo Charter School Board of Directors. The Board of Directors is accountable to the San Diego Unified School Board of Education. The SDCS Board of Education is responsible for monitoring charter-defined aspects of The Audeo Charter School. These include an annual audit of finances and educational outcomes.~~

~~3. The Audeo Charter School will continue to uphold the spirit and provisions of its charter.~~

- ~~The Audeo Charter School will hire, retain and develop those professionals best suited to the School's program.~~
- ~~Teachers contracted through an Audeo Charter School Employee Agreement, including side agreements, work solely under the conditions of the Audeo Charter School Employee Agreement.~~
- ~~The Audeo Charter School will create teacher job descriptions, career paths and compensation systems uniquely appropriate to its mission.~~
- ~~The Audeo Charter School adheres to the collective bargaining agreement as it applies to those employees previously employed by the District.~~

2200 Organization

2210 Governance Structure

~~The Audeo Charter School~~Altus Schools Southern California is governed by a board ("the Board") the structure and operations of which is defined in its bylaws. ~~composed of the following individuals:~~

~~Chairperson~~
~~Treasurer~~
~~Secretary~~

~~The Board may unanimously select additional members, not to exceed three additional members.~~

~~Board members shall serve for staggered terms of two years and may serve two consecutive terms before they must leave the board for a period of at least one year.~~

~~Board terms end on June 30. Seats for vacant Board positions should be filled by September 30, of that year, if not before.~~

~~The Board shall meet a minimum of six times per year and approve substantive policy issues. The board shall define what it considers substantive policy issues.~~

2220 Policy Responsibilities

After defining the ~~School's~~Altus Schools Southern California's ("ASSC") vision and mission, the Board of Directors has two primary responsibilities. It has ultimate responsibility for approving those policies that best serve its mission. It has the complimentary responsibility of measuring progress towards policy objectives.

Board policy, no matter how well or thoroughly articulated, cannot anticipate every circumstance to which it may need to be applied. The Board – as a matter or preference, in consonance with charter school legislation – does not wish to replace volumes of education code and school district policy with its own lengthy volumes of policy. Instead, it seeks to develop and refine those seminal policies that can serve as a reasonable guide for taking action in a variety of circumstances. It then seeks to vest in a highly accountable faculty, under the leadership of ~~Resource Teacher~~Superintendent Schools Services and Founder or other designee, the responsibility for translating into action those policies that relate to the operation of the School.

The Chairperson for the Board decides which tasks are shared, or delegated, or reserved to the School staff and/or Board of Directors. Since the Board holds the designated School staff responsible for the successful day-to-day operation of the School, the Board refrains from weighing in on day-to-day decisions regarding the interpretation and implementation of Board policy for staff. ~~making day-today translations of Board policy for him or her.~~

The Board involves itself with such policy issues as curricular focus, student outcomes, program evaluation, s~~S~~chool size and growth, s~~S~~chool's budget, special events, major job descriptions, and compliance with state and c~~C~~harter requirements. It deals with such decisions as those on the implementation or scheduling of program, the hiring, evaluation, assignment or transfer of staff, the allocation of budgeted equipment and supplies, or the design of curriculum and instruction.

The Chairperson for the Board has a responsibility to the Board for presenting timely policy issues in proposed ~~decisional~~ form and for providing the Board ~~it~~ sufficient information so that it can make well-informed decisions.

Some policies the Board approves may pertain ~~not so much to the School and its operations as they do~~ to the way in which the Board itself operates rather than the specific operations of ASSC and the charter schools it operates. These policies may involve such topics as Board member assignments, Board member activities which reflect on the ~~School,~~ASSC, agenda deadlines, Board meeting conduct, and the like. These will likewise conform to the vision that guides the ASSC~~School~~'s other policies, both in spirit and in specifics.

The Boards written policies are ~~contained~~expressed through its bylaws, charters of the charter schools it operates ~~in the School's charter~~ and related documents, the Board meetings minutes, and in formal policy ~~statements~~documents, statements and resolutions.

2230 Conflict of Interest
Approved: June 11, 2002
Amended: June 15, 2004, **February 7, 2011, February 28, 2024**

Board members are obligated to conform their conduct to all standards are requirements addressing the avoidance of conflict of interests including but not limited to under Government Code Section 1090, the Political Reform Act ("PRA"), the California Corporations Code, federal law, and the common law. The Board is specifically subject to adhering by the terms of the Conflict of Interest Code adopted by the Board in accordance with the PRA.

In the event a Board member becomes aware of any issue that may have the appearance of or potential of a conflict of interest (including but not limited to any decisions or contracts potentially impacting family members), even if the Board member believes it is ultimately not a conflict of interest, that Board member is to bring the issue to the Chairperson, who will coordinate with Altus Schools Southern California, Inc.~~Audeo's~~ outside legal counsel for legal review. If the reporting individual is the Chairperson, the Chairperson shall bring the issue to the Secretary, who will coordinate with outside legal counsel for legal review. Board members may decline to vote during the board meeting. Under these circumstances, a quorum would be calculated as a majority of the remaining votes on the Board.

~~If a Board member finds himself/herself in a possible conflict of interest, notification should be made to the Chairperson of the Board and/or Director immediately. Board members may decline a vote if they believe it will place them in a position, which could be construed as a conflict of interest. Under these circumstances, a quorum would be calculated as a majority of the remaining votes on the Board.~~

2300 Duties of Members

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The following descriptions are intended to be illustrative for purposes of these policies. The Board shall refer to the operative bylaws for further detail in the delineation and duties of corporate roles, and in all cases, the bylaws shall control.

2310 Duties of the Chairperson

The Chairperson shall preside at all regular and special meetings of the Board. With Board approval, the Chairperson shall have the authority to assign additional duties and responsibilities to individual board members.

The Chairperson, or designee, shall give notice of all Board meetings and distribute the agenda to the Board at least one (1) week in advance of the meeting.

2320 Duties of the Secretary

The Secretary shall keep the minutes of all Board meetings. The secretary shall maintain a written record of all acts of the Board; conduct, receive and dispose of all correspondence; preserve all reports and documents to his/her care; and maintain up to date policy book.

~~**2330 Duties of the Treasurer**~~

2400 Qualifications for Board Membership
Approved June 11, 2002
Amended: June 22, 2017, March 18, 2022, February 28, 2024

The qualification of the members of the Board shall correspond to its high purposes. The members shall be persons who:

- Submits a resume and letter of intent outlining the applicant's reasons for wanting to join the Board of Directors.
- Demonstrates a strong commitment to quality education.
- Displays sound judgment.
- Shows ability to work effectively with Administration and Board of Directors.
- Excellent communication skills.
- Has displayed positive support of charter concept, including the need for change and accountability.
- Demonstrates the highest standard of professional behavior. Has strong problem-solving techniques.
- Demonstrates a respect for issues relating to confidentiality.
- Possess the skills to publicly represent the Charter School with the highest integrity.
- Demonstrates a willingness and commitment to working on Charter Board business.
- Demonstrates the ability to take on a Program wide perspective to planning.
- Capable of representing the diversity of the community.
- Commit to attending all Board meetings.

(For Parent Representative) Has a student currently enrolled in a charter school operated by the Corporation. A recommendation from the Parent Representative Applicant student's teacher of record is preferred.

Procedures for Appointment of Parent Representative:

- **Initial Parent Representative**: The Officers of the Corporation shall publicize a notice of the position at all locations of the Corporation's school operations for a period of ninety (90) days, beginning July 1, 2017, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Board shall consider appointing a qualified candidate at the first Board meeting following the 90th day from the initial posting of notice. Should no qualified candidate apply for the position, then the position shall remain vacant until a qualified candidate applies and is confirmed under the process for "Subsequent Parent Representative" below.

- **Subsequent Parent Representative**: Beginning on January 1, 2018, and thereafter, where a vacancy exists (or is anticipated to exist at the end of the fiscal year due to the matriculation or disenrollment of a current Parent Representative's student) the Officers of the Corporation shall publicize a notice of the vacancy at all locations of the Corporation's school operations for a period of ninety (90) days, which notice shall include, at a minimum, a listing of qualifications for the position, the location or email address applications are to be sent to, and the date certain after which no more applications will be considered for the current vacancy. The Officers shall review all submitted applications to determine the applicants' qualifications under this policy, which review shall be completed no later than May 30th. The Officers shall then present all qualified applications to the Board during a Board meeting occurring no later than June 30th, where the Board shall vote on the appointment of a qualified candidate, who, if appointed, would take office as of July 1. Should the Board not fill the position, then the position shall remain vacant until a qualified candidate is appointed in accordance with this policy.

2500 Board Meetings

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All minutes of the Board and its standing committee will be conducted in accordance with the requirements of the Ralph M. Brown Act (Brown Act") and Education Cdoe Section 47604.1

2510 Schedule, Agenda, Minutes

The Board Chairperson has the primary responsibility for scheduling and setting the agenda for Board meetings. Likewise, the Chairperson is responsible for ~~insuring~~ ensuring that the Secretary makes minutes of the meetings available to the Board and others in a timely fashion. The Chairperson may delegate this responsibility, but he or she still has the obligation to ensure ~~insure~~ that the minutes as approved and amended accurately summarize the proceedings, the topics of discussion and any decisions or assignments the Board has made.

The Altus Schools Southern California ~~Audeo Board~~ has agreed to the following:

1. ~~The Board will meet at 3:00 on the first Tuesday of every month at 2245 San Diego Avenue, Suite 127.~~The Board will schedule a minimum of four (4) regular meetings.

2. Agenda shall be prepared and agreed upon by the Chairperson for the Board and the Superintendent School Services and Founder. Agenda items may be proposed to the Chairperson and/or Superintendent School Services and Founder by any Board member or

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parent with a student in the School. Agenda items offered by other than Board members must be submitted in writing to the Chairperson and/or the Superintendent School Services and Founder at least ten (10) days in advance of the meeting.

~~2. The Chairperson will insure that an agenda for the meetings is prepared. Anyone wishing to place an item on the Board agenda should contact the Chairperson at least a five days preceding the meeting.~~

3. The Board holds open meetings in compliance with the Brown Act. Members of the public~~Visitors~~ may attend any time except for those matters held in closed session. Those members of the public who wish to formally speak to any issue, ~~however, should go through the standard agenda setting process~~may provide public comment in accordance with the procedures specified on each agenda. See separate policy on Board Visitors.

2520 ~~Visitors~~Members of the Public

The Board holds open meetings in accordance with the Brown Act. Members of the public~~Visitors~~ may attend any ~~regularly scheduled~~ meetings held by the Board, other than the closed session portion of any meeting. . A "member of the public"~~visitor~~ is anyone who is not a Board member, ex-officio Board member, or one scheduled to speak on a particular topic as part of the published agenda.

The Altus Schools Southern California ("ASSC")~~School~~ prides itself on its affiliation with many different elements of the ~~San Diego Community~~communities it serves that enrich and support the School's programs.

To express its gratitude and acknowledgment a member of the public's ~~visitor's~~ value to the School, the Board, at the Chairpersons discretion, may ~~deviate from the agenda and engage a visitor in a portion of the Board meeting proceedings~~briefly recognize them during welcoming or closing remarks or during public comment if the member of the public speaks. However, the Board may not engage in discussions with any member of the public wishes to address a specific topic.. ~~Normally, however, the Board will reserve its limited available time to discuss agenda items among Those individuals formally designated for that purpose, that is to say those who are~~

~~Board members, ex-officio Board members, and Those who have been made part of the published agenda.~~

~~The foregoing notwithstanding, if a visitor finds a topic of particular interest to him or her and wishes to formally address the Board, the Chairperson will make every effort to reasonably accommodate that individual, normally at a subsequent Board meeting or, if time is available, at the end of the meeting in progress. The Chairperson may ask a speaker to limit comments to a specific amount of time.~~

School faculty and staff who have policy-related topics or comments they wish to bring to the Board's attention have at least three effective avenues available to them. They can work through designated School staff, perhaps as one of the agreed upon action items emanating from a faculty meeting, through formal committees, or in the same manner as applicable to members of the public, as addressed~~directly through the Chairperson as outlined~~ above. In any case, for maximum impact, ~~they~~faculty and staff should focus on those policy issues the Board reserves for its deliberations and seek more appropriate forums for other kinds of issues e.g., day-to day operations and administrative issues. [See policy regarding Board of Directors Responsibility for Policy.]

Should the agenda for a meeting include ~~an executive session item~~a closed session item, ~~normally~~ all non-Board members, staff who are not deemed essential to the closed session, ~~including~~ members of the public~~visitors~~, will be asked to leave the meeting room until the Board has finished discussion of that item. The Board ~~It~~ will subsequently report out from the closed session to the extent required under the Brown Act. ~~make public any policy issuing from executive session discussions.~~

2600 Suggestions, Concerns and Complaints
Amended: February 28, 2024

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This policy addresses the manner in which the Altus Schools Southern California ("ASSC") ~~Audeo charter School's~~ Board of Directors will respond to those who wish to make a suggestion, express a concern or register a complaint.

As a guiding principle, the board involves itself with substantive policy and oversight issues. In doing this, the Board continually seeks to enhance the educational value of the school to its students and communities.

All suggestions, concerns or complaints directed to the Board on public matters may~~must~~ be presented as a ~~signed~~ written statement or raised during public comment in connection with an agendadized meeting consistent with the directions on the meeting agenda. ~~to insure they receive appropriate attention.~~ For all complaints within the scope of the Uniform Complaint Policy and Procedures ("UCP") adopted by ASSC, or within the scope of another subject-specific program that provides for dispute resolution procedures, complainants must proceed in making their complaint pursuant to those specific procedures.

~~These statements~~All other issues and complaints may be ~~submitted~~ to the school administrator or directly to the Board. The administrator(s) of the School have~~s~~ a responsibility to refer to the Chairperson of the Board any and all such issues ~~statements~~ for the Board's consideration. Likewise, all Board members have a responsibility to bring to the attention of the Chairperson any ~~signed written statements~~isues or complaints received by them.

The Chairperson will note and record written suggestions, concerns or complaints received. The Chairperson, then, has the responsibilities relative to such suggestions, concern and complaints:

- Keep a record of the written suggestions, concerns and complaints
- Bring to the attention of the Board and the Director, in a timely fashion not to exceed 45 ~~days~~, all complaints received that involve~~including those of~~ substantive policy or oversight considerations.
- Take appropriate Board action, if warranted and appropriate, which may include:
  1. Board discussion that may include action or dismissal.
  2. Requests for additional information from any source the Board deems appropriate.
  3. Consignment to a standing or ad hoc committee for further consideration.
  4. New policy formation.
  5. Referrals to the school administrator for action.
- To the extend warranted and appropriate, r~~R~~espond in writing to those who do submit such complaints or concerns including the ~~_____~~ disposition of their concern.

2700 Fiscal Accountability
Amended: February 28, 2024

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The Board has the responsibility of granting final approval to the operational budget for the School. The Board of Directors delegates to the Chief Business Officer ("CBO") ~~Treasurer~~ the responsibility for assisting the Superintendent School Services and Founder ~~Director~~ with the annual budget process. The ~~Treasure~~ CBO presents the final operational budget to the Board of Directors, whereby; pending their approval the operational budget is then submitted for approval.

The ~~Director~~ Chief Business Officer will present to the Board regular fiscal reports as to the financial status of the school.

The ~~Director of Audeo Charter School~~ Superintendent and Founder is duly authorized and responsible for final approval of all expenditures relating to the School budget.

1.The ~~Director~~ Superintendent and Founder may request additional approval of the ~~Treasurer~~ CBO or Chair of the Board for an expenditure at any time. The ~~Director~~ Superintendent and Founder and these chairpersons may, at their discretion, elect to require additional approvals, such as that of another chairperson, a subcommittee, or the full Board.

2. Additional approval is required for expenditures, excluding staff contracts, which exceed $ 15,000.

3. Additional approval is required if an expenditure would cause the annual budget, in total, to be exceeded.

Expenditures to be reviewed, after the fact, by a Board designee:

1. Travel expenses, community relations, community activities, professional growth expenses, and out-of pocket expenditures for the Superintendent School Services and Founder ~~Director~~ and/or Board members: These must be reasonable and necessary to the conduct of school business.

2. If the expenses, or reimbursements for out-of-pocket expenses, pertain, in part or in whole, to those of the Board member designated to approve special expenditures, then a second approval of a non-school employee Board member is required.

3. ~~Director's~~ Superintendent School Services and Founder's use of vacation time must be signed off by a high level school employee reporting directly to the ~~Director~~ Superintendent. The Board member designated to approve special expenditures only verifies that his process is in place and properly followed.

Some expenses usually considered reasonable and necessary:

1. Tickets to non-political events directly benefiting the School
2. Board retreats
3. Refreshments for meetings
4. Meals or non-alcoholic refreshments for:
   a. Members of school boards – city, county or state, with responsibility direct or indirect, for the School.

b. High level officials in school administration – city, county, or state with responsibility, direct or indirect, for the School.

c. Those whom the school needs to inform regarding charter school regulation, or administration.

d. Those having the potential to make significant contributions to the School

A “reasonable and necessary test of scrutiny” shall be defined as one that in some way substantively pertains to School business, reflects prudence in terms of economy and displays reasonable necessity when applicable.

3000 INSTRUCTIONAL

3100 Students
- 3110 Suspension and Expulsion Policy ~~Suspension, Expulsions and Drop Outs~~
- 3120 Independent Study
- 3130 Student Use of Technology
- ~~3140 Summer School~~
- 3150 Core Courses
- 3155 Grade Level Determination Policy
- 3160 Graduation Requirements
- 3161 Grade Suppression and Grade Validation Policy
- 3162 Physical Education and Exemption Policy
- ~~3170 California Healthy Kids Survey~~
- 3171 Tobacco Free Environment Policy
- 3172 Human Trafficking Prevention Policy
- 3175 Freedom of Speech and Expression Policy
- 3179 Title IX Harassment, Intimidation, Discrimination and Bullying Policy
- 3180 Student Non-Discrimination
- 3190 Unlawful Harassment, Discrimination, and Retaliation Policy
- 3191 Suicide Prevention Policy
- 3192 Resource Center Supervision Policy
- ~~3195 High School Exit Exam Intensive Instruction and Services (Valenzuela/CAHSEE Intensive Instruction and Services Program)~~
- ~~3196 Zero Tolerance~~
- 3197 Mathematics Placement Policy
- 3198 Student COVID-19 Prevention Policy
- 3320 Cell Phones, Smart Phones, Pagers and Other Electrotonic Signaling Devices Policy
- 3325 Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education

3000 Instructional

3100 Students

Policy 3110 Suspension and ~~/~~Expulsion Policy
Amended: May 5, 2009, February 16, 2022, December 7, 2022, **June 22, 2023, February 28, 2024**

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Altus Schools Southern California ~~Audeo Charter School Corporation, Inc.~~ in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School and ~~Sweetwater Secondary School~~Altus Schools South Bay, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[6] are notified in writing upon enrollment of all discipline and involuntary removal policies and

[6] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and

procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and
expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

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other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts 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 it not limited to electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

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

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially

similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

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

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

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

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

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially
disrupting class work, creating substantial disorder and invading the rights
of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of
harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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 School Coordinator or designee's concurrence.

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

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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

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

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the
teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. **Homework Assignments During Suspension**

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial ASSC ~~Audeo~~ Board of Directors following a hearing before it, or by the neutral and impartial ASSC ~~Audeo~~ Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the ASSC ~~Audeo~~ Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion.
In the event an Administrative Panel hears the case, it will make a recommendation to the ASSC ~~Audeo~~ Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany

the complaining witness to the witness stand.

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

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to

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

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

J. Written Notice to Expel

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

The School Coordinator or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name; and

b) The specific expellable offense committed by the student.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the
Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. **Involuntary Removal for Truancy**

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA
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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

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

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

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.

3120 Independent Study
Approved: June 11, 2002
Amended: March 4, 2008, September 1, 2009, December 7, 2011, June 29, 2015, September 24, 2015, August 30, 2016, April 27, 2018, June 23, 2021, July 29, 2021, October 20, 2021, August 31, 2022, **February 28, 2024**

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The Board of Directors of Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.~~ hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and Altus Schools South Bay~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School." Charter School ~~Audeo~~ shall offer independent study to meet the educational needs of pupils enrolled in the Charter School Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the TCS Board of Directors for implementation at Charter School:

1. For students in all grades and programs offered by the Charter School (K through 12) the maximum length of time that may elapse between the date an assignment is made and the date that assignment is due shall be **20 school days.**

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2. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:

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   a. When any student in grades K-12 misses two or more assignments during any period of 20 school days.

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   b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Multi-Tiered System of Supports (MTSS), which considers ALL the following indicators:

      i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
      ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
      iii. Learning required concepts, as determined by the supervising teacher.
      iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

   Teachers and certificated staff use MTSS to enhance student comprehension of content by providing remediation strategies. MTSS that focuses on aligning initiatives and resources to address the needs of all students. It is a comprehensive framework that aligns

academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. The Charter School utilizes a Response to Intervention (RTI2) Model to determine how individual students are responding to strategies, interventions, and supports within the multi-tiered system. In an RTI2 Model, instructional staff identify at-risk students, regularly monitor student learning, provide research-based interventions, and utilize a systematic approach to ensuring academic success for all students. This problem-solving approach continually examines student response and adjusts based on data and a documented feedback system.
A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

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4. The Charter School has adopted tiered reengagement strategies for the following pupils:

   a. all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
   b. pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
   c. pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

   These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:
   a. Verification of current contact information for each enrolled pupil;
   b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
   c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary. The Charter School developed trauma informed crisis response systems which are sensitive to the emotional needs of students and family members. A key component of the crisis response system is forging strong school-to-home relationships, centered on trust and two-way communication. Charter School staff, including administrators, teachers, education specialists, counselors, nurses and school psychologists remain connected with students and their families through in-person meetings,

home visits, secure texts, emails, video conferences, and phone calls to conduct informal conversations focused on health and social-emotional needs. The Charter School continues to provide information to families in both English and Spanish regarding community-based resources for health and wellness, food options, distance learning tools, and other basic needs;

d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

e. When the evaluation described above under paragraph 2.b. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-educator conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

i. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Synchronous instruction in Grades TK-3: Students have one or more daily opportunities for synchronous instruction in the following ways;

1. In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.

2. In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.

3. Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades TK-3: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings,

virtual conferences, home visits, and telephonically to discuss academic progress and achievement, and educational needs. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies. Live interactions also include social-emotional and behavior needs and availability of services and resources.

ii. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Students have one or more weekly opportunities for synchronous instruction in the following ways;

1. In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
2. In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
3. Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades 4-8: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Students have one or more weekly opportunities for synchronous instruction in the following ways;

(1) In-person one-one-one tutoring from the teacher or teachers of record. This one-on-one support is focused on meeting the individual learning needs of the student. Teachers personalize conversations and assignments, adapt to the student's communication style, and gauge student's progress and mastery.
(2) In-person small group tutoring sessions from the teacher or teachers of record. Small group tutoring sessions consist of the teacher or teachers of record leading direct instruction, presentations, guided student practice, assessments and discussion periods.
(3) Virtual tutoring sessions from the teacher or teachers of record. Virtual tutoring sessions that incorporate interactive components such as; chat rooms, polls, surveys and shared documents. Students participate through live video, audio and meeting chats.

Live interaction for Grades 9-12: General Education Teachers, Special Education Teachers, Certificated Teacher Resource, Counselors, and school health staff will interact with students through in-person meetings, virtual conferences, home visits, and telephonically to discuss academic progress and achievement, educational needs, and college/career planning. Teachers and certificated staff use these interactions to enhance student comprehension of content by providing remediation strategies.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: For parents who choose to return their student to a traditional school setting for more in-person instruction the school's student services department, including the school counselors, will assist parents in obtaining student records and contacting the new school to help with the transition.

7. A current written agreement/Master Agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting his or her progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

- The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

- A statement of the policies adopted pursuant to Education Code Section 51747 subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion. Students in grades K-5 are expected to complete work assigned in each core subject area, providing for at least one year's academic growth per year. Students in 6-12 are expected to earn one credit per month or 12 credits per year. Students choosing to graduate from the Charter School shall have earned 42 credits in specified courses for graduation.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

  Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures

and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

- If a new teacher takes over the supervising teacher, he or she shall sign an addendum. Any changes to the Master Agreement will be noted in an addendum agreement.

- The Master Agreement shall include subsidiary agreements such as the Assignment and Work Records. The independent study agreement for a student shall include a study plan that represents the same amount of study that would be required of a student in the classroom for the student's grade level for every school day covered by the agreement.

The Superintendent School Services and Founder ~~President/CEO~~ or designee may establish regulations to implement this policy in accordance with the law.

Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

Students engaging in independent study must be residents of the county where the Charter School is authorized or an adjacent county.

Students who are 19 -22 years of age may engage in independent study through the regular high school program, apart from Adult Education, only if they have been continuously enrolled in public school upon turning 19 and without a break in enrollment since that time, and making satisfactory progress toward a high school diploma (or, if a student in special education, satisfactory progress in keeping with an IEP).

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee.

3130 Student Use of Technology
Amended: December 11, 2017, February 16, 2022, **June 22, 2023, February 28, 2024**

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.,~~ hereby adopts this Student Use of Technology Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School and Altus Schools South Bay ~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School."

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the Charter School be used in

a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Definitions

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of an educational purpose. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Notice and Acceptable Use Agreement

The Charter School shall notify students and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using Charter School

computers, laptops, or tablets to access the internet or online services on a Charter School campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The Deputy Superintendent School Services ~~Executive Director~~ or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The Deputy Superintendent School Services ~~Executive Director~~ or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[7] Students are expected to follow safe practices when using Charter School technology.

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[7] "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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:
directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

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

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or

Charter School advises students:

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

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall block access to such sites on Charter School computers with Internet access.

The Deputy Superintendent School Services ~~Executive Director~~ or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources.

Student use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

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more of the effects of bullying. 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. The term "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.

ACCEPTABLE USE AGREEMENT

The Charter School Governing Board believes that providing access to technology enhances the educational experience for students. However, student use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
    a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
    b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff, employees, officers, directors or volunteers shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold the Charter School or any Charter School staff, employees, officers, directors or volunteers responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School, Charter School staff, employees, officers, directors and volunteers for any damages or costs incurred. Parents/guardians are required to supervise and monitor their child's use of Charter School equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any Charter School equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
    a. Playing games or online gaming.
    b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.

c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
e. Conducting any activity that is in violation of Charter School policy, the student code of conduct or local, state or federal law.
f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
g. Conducting for-profit business.
h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
i. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
k. Accessing or attempting to access material or systems on the network that the student is not authorized to access.

5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.
6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature

of both the student and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties. Charter School encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

I understand that computer use is a privilege and not a right. I understand that students who violate this policy in any way will be subject to a referral and possible suspension or expulsion. I understand that if a student willfully damages Charter School's property, including but not limited to Charter School's technology, equipment and networks, or fails to return Charter School's property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid or the property has been returned. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades, transcripts and diploma will be released. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code § 48904).

As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

Student Name (please print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Please Print):_____

Parent/Guardian Signature: _____ Date: _____

For School Employees Only_____

I have read, understand and agree to abide by the Student Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and

regulations which apply to students also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

~~**3140 Summer School**~~
~~**Approved: April 27, 2004**~~

~~The Board of Directors of Audeo Charter School sets **remediation of academic weakness** as the goal of Audeo Charter School summer school and supplementary instruction. Areas of academic weakness are defined as below standard work product in Audeo classes, scores below the proficient level on the California State Standards Test or CAHSEE, and/or credits needed to ensure a student can graduate on time. These instructional services may be provided through summer school, before or after school, weekends or a combination thereof.~~

~~All grade 6-12 students who need remedial instruction based on the Audeo definition participate in summer school and supplementary instruction as part of the Pupil Promotion Retention and High School Exit Exam. Student participation will be recorded in hours.~~

~~The Board of Directors of Audeo Charter School sets **acceleration toward graduation** as a second goal of Audeo Charter School summer school and supplementary instruction. This is a limited program to provide "core academies", such as math, science, history/social science, English/language arts, English as a Second Language, foreign language, fine arts, and computer science to students who wish to accelerate their coursework. These instructional services may be provided through summer school, before or after school, weekends or a combination thereof.~~

~~Grade 6-12 students who would like to take courses in summer school and supplementary instruction as enrichment or acceleration may request to take them up to the limit of funding under the Core Academic Program. Student participation will be recorded in hours.~~

~~Progress in both programs will be evaluated based on completion of standards-based lessons. Students will be able to earn one credit for every 120 hours of work successfully demonstrating mastery of standards.~~

3150 Core Courses
Approved: April 27, 2004, February 28, 2024

The Board of Directors of Altus Schools Southern California ("ASSC") ~~Audeo Charter School~~ hereby adopts **English/Language Arts, Mathematics, Science, Social Studies, and Fine & Practical Arts** as the core subjects for Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ("Charter School"). These are the subjects students are required to complete in order to receive a diploma from ~~Audeo and San Diego City Schools.~~Charter School.

3155 Grade Level Determination Policy
Approved: June 21, 2018
Amended: June 24, 2020, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School Inc.,~~ hereby adopts this Grade Level Determination Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School, and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

To encourage high school students to make adequate progress toward graduation, credit requirements have been established for grade level placement. Promotion to the next grade depends on successful completion of core subject areas. Core credits earned will determine the grade level placement. Guidelines for minimal credits earned toward graduation are as follows:

Grade Level	Minimum Core Credits Earned
9th Grade	0-6
10th Grade	7-14
11th Grade	15-22
12th Grade	23+

Core Curriculum Requirement

9th Grade	10th Grade	11th Grade	12th Grade
English 1,2	English 3,4	American Literature 1,2	World Literature 1,2
Integrated Math 1 A & B	WHGE 1,2	United States History 1,2	Government
Elective/VAPA 1,2	Integrated Math 2 A & B	Integrated Math 3 A & B	Economics
	Biology 1,2	Physical Science 1,2	

Determination of grade level placement will be made at the beginning of each school year or upon enrollment. Advancement to the next grade is based on a student's daily performance, credits earned, test results, recommendations of teacher, and the student's ability to complete work successfully. Students who do not meet the credit requirements for grade advancement will remain in the same grade level the following year.
At the end of the first semester of each school year, parent/guardian(s) will be notified if a student is in danger of not advancing to the next grade level. At the end of the second semester of each school year, parent/guardian(s) will be notified by the school if a student is not meeting grade level requirements.

A student who does not advance in grade level and who feels there are extenuating circumstances (i.e. long term illness, disability, family catastrophe, etc.) may request an exception to this policy. Exception requests will be determined by the School Coordinator or designee.

California *Education Code (EC) 51225.3* has specified a minimum set of courses to meet state requirements to graduate from high school and receive a diploma.

EC 51225.3 states that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades nine to twelve, inclusive:

Courses	Minimum Years Required	Notes
English	3 Years	
Mathematics	2 Years	Including Algebra I

Social Science	3 Years	Including U.S. History; World History & Geography; Government; Economics
Science	2 Years	Including Biology & Physical Science
Physical Education	2 Years	
Foreign Language/VAPA/CTE	2 Years	

High school students without academic records upon enrollment will be placed in the 9th grade. Middle school and elementary school students without academic records upon enrollment will be placed by age in the appropriate grade level. The chart below will be used to identify the appropriate age-range for the K-8 grade levels.

For students who have participated in K-12 Programs	
Age Criteria	Grade Level
12 yrs.	6
13 yrs.	7
14 yrs.	8

**California law requires a child to be six years old on or before September 1 for the 2014–15 school year and each school year thereafter to be legally eligible for first grade EC Section 48010.*

Once academic records are received, the student may be placed in the appropriate grade level based upon core credits earned.
Students who are 18 years of age and/or are in the 12th grade and are not on track to graduate by the end of school year may be recommended the Option 2 Diploma, HISET, or GED.

3160 Graduation Requirements
Approved: June 7, 2007
Amended : *December 2, 2008, May 5, 2009, April 5, 2010, May 7, 2013, June 29, 2015, October 19, 2017, June 26, 2019,* ***February 17, 2021 to take effect for the class of 2021 and beyond, February 28, 2024***

Graduation Options and Requirements

Altus Schools Southern California ("ASSC") ~~Audeo Charter School~~ schools have been created with the primary purpose of supporting students in receiving a quality high school education which results in the achievement of a high school diploma or equivalency. The hallmark of ASSC ~~Audeo~~ is a rigorous curriculum taught by high quality and committed teachers, in a safe and supportive environment which is conducive to learning.

The Schools award a high school diploma, CHSPE or HiSET™ certificate to students who meet the graduation requirements approved by the Board of Directors. The School is accredited by

the Western Association of Schools and Colleges (WASC). The School meets all requirements necessary for issuance of a certified high school diploma.

All ASSC ~~Audeo~~ schools assume exclusive responsibility for issuing diplomas. The diploma issued by an ASSC ~~Audeo~~ school provides valid certification of high school completion in the State of California.
The diploma will read as follows:

School Name
This is to certify that (student's name) has
completed all requirements prescribed by the Altus Schools Southern California Board~~Audeo Charter School Board~~
of Directors for graduation from high school and
is granted this diploma.

Graduation Options

ASSC ~~Audeo~~ provides a variety of graduation options for our students. As part of our Pathways Personalized Education Plan, we seek to ensure that students pursue the best option for their needs. Audeo offers four options for graduation:

Option 1: High School Diploma (UC/CSU Option)
Option 2: High School Diploma (Option 2)
Option 3: California High School Proficiency Exam (CHSPE) Certificate
Option 4: HiSET Certificate

Option 1 High School Diploma

Students graduating with an Option 1 High School Diploma from an ASSC ~~Audeo~~ school must complete **42** semester credits in grades 9-12. Option 1 graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

OPTION 1 GRADUATION COURSE REQUIREMENTS	
English - ***8 semester credits*** ***(4 years required)***	**Mathematics** - ***6 semester credits*** ***(3 years required, 4 years recommended)***
4 credits - English 1-4 or Accelerated English 1-4 **2 credits** - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition **2 credits** - World Literature or Contemporary Voices in Literature or English Literature or Honors British Literature or AP English Language and Composition or AP English Literature and Composition	**2 credits** – Integrated Math 1 or Algebra **2 credits** – Integrated Math 2 or Geometry **2 credits** - Integrated Math 3 or Intermediate Algebra **Optional 4th Year Credits** – Statistics or Pre-Calculus or Honors Pre-Calculus or AP Calculus

Science - *4 semester credits* *(2 years required, 3 years recommended)*	**Social Studies - *6 semester credits* *(3 years required)***
2 credits - Physical Science (Earth Science or Physics or Chemistry) **2 credits** - Life Science (Biology) **Optional 3rd Year Credits** – Honors Chemistry	**2 credits** - World History, Geography & Economics or AP World History **2 credits** - US History or Honors US History or AP US History **1 credit** – Government or AP Government & Politics **1 credit** – Economics
Physical Education – *4 semesters*	
All students must complete 4 semesters of Physical Education. All or portions of the requirement may be waived if the student qualifies for an exemption	
Pathways Exhibition - *1 semester credit* This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond.	
Option 1: All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.	Option 2: Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.
World Languages and Visual and Performing Arts (V&PA) – *2 semester credits*	
Option 1: **2 credits** - World Language (both semesters must be the same language)	Option 2: **2 credits** - V&PA
UC/CSU Option: **4 credits** – World Language (all semesters must be the same language; 2 years required, 3 years recommended) **2 credits** – Visual and Performing Arts (both semesters need to be the same course)	

Career & Technical Education/Service Learning/Work Experience *2 semester credits*		
Option 1: **2 credits** - CTE (Career and Technical Education).	Option 2: **2 credits** - Service Learning (120 hours total of community service). *Recommended for UC & CSU students.*	Option 3: **2 credits** - Work Experience (240 hours of paid Employment approved by a school counselor).

General Electives ***9 semester credits (or up to 13 if any Physical Education is exempted)***
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits – Approved
Grade Point Average (GPA)
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.
**Courses required for UC/CSU Admissions*. Students planning on applying to a UC or CSU can request a meeting with a counselor to develop a course plan.

Option 2 High School Diploma

The Option 2 High School Diploma seeks to assist those students that will have reached their 18th birthday by the graduation deadline, and have at least **29** credits (minimum of 25 credits if portions of PE is exempted, or 24 credits if PE is exempted and Pathways Portfolio is waived) in the required courses and a minimum 2.00 G.P.A. in those courses designated for the state of California Option 2 diploma.

Eligibility Criteria: The eligible student is at least 17 years old or in their fifth-year cohort and beyond and has less than 20 credits. Option 2 allows students to obtain a high school diploma, participate in vocational training and/or attend the community college of their choice. The process is selective and is monitored by the Option 2 Committee, consisting of school counselors, an administrator, and a teacher representative.

Admission Requirements and Process:

- Student must be enrolled at an ASSC ~~Audeo~~ school and must be earning credits at the rate of one per month, with a minimum participation rate of 75% per month.
- Resource center teacher/school counselor recommends student for Option 2 diploma.
- School counselor meets with parent, teacher, and student to review eligibility of requirements.
- Resource center teacher presents the student records, which includes parent consent documents, to the Option 2 Committee, outlining why this option best meets the needs of this student.
- The Option 2 Committee may decide to accept the recommendation of the teacher or deny the request to admit the student as a candidate for this diploma.
- When the student is accepted as a candidate, the school counselor develops a new course plan.

PTION 2 GRADUATION COURSE REQUIREMENTS		
English - ***6 semester credits***	**Mathematics** - ***4 semester credits***	
English 1, 2 and higher	Including Algebra 1, 2 or Integrated Math 1, 2 and higher	
Science - ***4 semester credits***	**Social Studies** - ***6 semester credits***	
Including Biology 1, 2 and one year of a physical science	World History, Geography & Economics 1, 2; U.S. History1, 2; Government 1 and Economics 1	
Physical Education – ***4 semester credits***		
All students must complete 4 semesters of Physical Education. All or portions of the requirement may be waived if the student qualifies for an exemption		
Pathways Exhibition - ***1 semester credit*** This requirement may be waived if a student begins enrollment in the second semester of their four-year cohort or beyond		
Option 1: All students must complete and present a Pathways Exhibition. Students can choose from a variety of exhibition options including a CTE Pathway with Capstone Project.	Option 2: Students may take a college course with similar requirements as the Pathways Exhibition. The course must be approved by a School Administrator in advance of the student starting the course.	
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits		
Option 1: **2 credits** - World Language (both semesters must be the same language)	Option 2: **2 credits** - V&PA	
CTE/Service Learning/Work Experience – ***2 semester credits***		
Option 1: **2 credits** CTE (Career and Technical Education).	Option 2: **2 credits** Service Learning (120 hours total of community service).	Option 3: **2 credits** Work Experience Education (240 hours of paid employment approved by School counselor).
Grade Point Average (GPA)		
Students must have a minimum G.P.A. of 2.00 in the required courses for Option 2.		

School counselor or administrator approval is needed for the following:
• College courses may be taken in lieu of high school courses. One 2-unit college course is equivalent to two semesters of high school credit. • Passing scores of 150 or higher on the General Education Development Test (GED) or a passing score of 8 or more on the HiSET™ can be used to satisfy some course credit requirements.

Option 3 CHSPE Certificate

Students graduating with the California High School Proficiency Exam (CHSPE) Certificate from an Altus school must complete the following requirements:
1. Successful completion and passing score on the California High School Proficiency Exam (CHSPE).
2. An official score must be received from the State of California verifying a passing score.
3. Upon successful completion and at the request of the parent/guardian (unless the student is 18 or older), the student must complete a Parent Consent for Exemption from Compulsory Attendance (Form C-37) and submit to the school.

Option 4 HiSET™ Certificate

On March 13, 2014 the California State Board of Education approved a new high school equivalency test known as the HiSET™ for California test takers. In order to complete the HiSET™ a student must pass 5 sections that include; Reading, Writing, Math, Social Studies and Science. Scores range from 1-20 with a passing score being 8 and overall score of 45. ASSC ~~Audeo~~ schools have entered into a MOU with the HiSET™ publisher ETS to become a local testing center for ASSC ~~Audeo~~ students.

Graduation Ceremony

Graduation from an ASSC ~~Audeo~~ School is a special and dignified event. Students wishing to participate in the graduation ceremony must complete the following requirements:

- Complete all stated requirements in Option 1(UC/CSU) or Option 2 for a high school diploma.

OR

- Complete all stated requirements in Option 3 for the California High School Proficiency Exam (CHSPE) or Option 4 for the HiSET™.

AND

- Attend a Senior Exit Orientation.
- Complete all requirements by the official due dates as listed on the Graduation Requirements Form.
- Attend all graduation rehearsals.
- Follow all graduation ceremony rules and regulations.

3161 GRADE SUPPRESSION AND GRADE VALIDATION POLICY
Approved: May 5, 2009

Grade Suppression

Students wishing to suppress a "D" or "F" grade earned from an approved (by the Altus Schools Network) accredited school or district outside of the Altus schools network must repeat the same course/s based on course descriptions from the school or district where the course/s originated. The course/s must be approved by a school counselor or administrator.

Grade Validation

If a student earns an "F" grade for the first semester of a year-long course but earns a passing grade of "C" or better for the second semester of that same course, credit shall be allowed for both semesters and a passing grade of "D" shall be recorded for the first semester. This applies only to students designated as 11th or 12th graders by a school counselor or administrator from the Altus Schools Network.

If a student earns a passing grade for the first semester of a year course and an "F" grade for the second semester of that course, credit (and passing grade) shall be allowed for the first semester only. The second semester "F" grade shall be recorded as a final grade.

3162 Physical Education and Exemption Policy
Approved: February 22, 2018, February 28, 2024

The Board of Directors of Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.~~ hereby adopts this Physical Education and Exemption Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ~~Sweetwater Secondary School, Grossmont Secondary School and Audeo Charter School III~~, all hereafter collectively referred to as "Charter School."

As required by state of California and the Graduation Requirement Policy of this Board, all students must complete two years (4 semesters) of physical education to receive a diploma.

Courses that will count toward meeting the high school physical education credit requirement include:

Physical Education 1	Physical Education 3	Cadet Corps 1	Cadet Corps 3	Cadet Corps 5
Physical Education 2	Physical Education 4	Cadet Corps 2	Cadet Corps 4	Cadet Corps 6

Education Code permits the governing board of a Local Education Agency (LEA) to grant exemptions from the physical education requirement if specified criteria are met.

Eligible exemptions are as follows (Education Code §51241):

- A temporary exemption may be granted for ill or injured students.
- A one-year exemption (2 semesters) exemption may be granted to a student in Grades 10-12 if the pupil has met satisfactorily at least five of the six standards of the physical performance test (FITNESSGRAM) administered in grade 9. A student in grades 10 – 12 may also take the physical performance test (FITNESSGRAM) and receive the one-year exemption if they satisfactorily meet at least five of the six standards of the physical performance test (FITNESSGRAM).
- A permanent exemption may be granted if a student is 16 years old or older and has been enrolled in Grade 10 for one academic year or longer.
- A permanent exemption may be granted if a student is enrolled as a post graduate student.

Exemption forms must be completed and signed by the student, parent (unless the student is 18), teacher, and counselor. The Deputy Superintendent School Services ~~Executive Director~~ or designee will approve or deny the exemption.

If a student enrolls at the Charter School with any of the following courses completed, the course or courses may be counted toward the physical education credit requirement:

- Physical Education
- Cadet Corps
- JROTC
- Marching Band
- Cheerleading
- Drill Team
- Color Guard

If a student enrolls at the Charter School with a similar course not included on the list, the Charter School's counselor or administrator will decide on whether the course will count toward the physical education requirement.

3170 CALIFORNIA HEALTHY KIDS SURVEY POLICY
Approved: June 12, 2007

A. PURPOSE AND SCOPE

To promote health and wellness of Audeo Charter School students and to assess youth health risk and resilience data. The California Healthy Kids Survey (CHKS) sponsored by the California Department of Education will be administered. It will provide information for statewide accountability that shows the services provided by Audeo.

B. LEGAL BASIS

The No Child Left Behind Act of 2001, Title IV Section 4112 requires reporting of Safe and Drug-Free School and Communities (SDFSC) curricula, programs, and services. The release of SDFSC funds is contingent upon receipt of this report. The CHKS Annual Reporting Form is the instrument used to report information related to these programs and other services that address alcohol, tobacco, other drugs, and violence.

C. IMPLEMENTATION

Parents/Guardians shall be notified, in writing, under passive consent procedures by informing the school only if they *do not want* their child to participate in the survey (opt out). The passive consent procedures are to be consistent with California Education Code Sections 51513 and 51938(b) and the federal Protection of Pupil Rights Act (PPRA), 20 USC section 1232h. The passive consent form will include information about survey content, administration, voluntary participation, anonymity, potential risks and school contact information.

The CHKS survey will be administered bi-annually during the Spring. Completion of the survey will take approximately 50 minutes. It will be administered at school sites of Audeo Charter School.

D. REPORTS AND RECORDS

Parents/Guardians shall have the right to inspect, upon request, the survey created by a third party prior to administration or distribution to a student. Such request shall be in writing and submitted to survey coordinator.

Reference: California Department of Education and California Healthy Kids Survey

3171 Tobacco Free Environment
Approved: May 1, 2012

The Board is committed to providing a positive school environment that encourages all students to reach their highest potential academically, physically, emotionally, and socially and to become productive members of society. The Board believes that involvement and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. The Board will not tolerate the possession, use, or sale of alcohol, tobacco, or other drugs on school property.

The School will conform to all local and state laws and regulations governing a tobacco free school and workplace. The goal will be to employ prevention and early intervention strategies, as well as progressive discipline and consequences including expulsion. The Board shares responsibility for ensuring drug, alcohol, and tobacco-free school and work environment and will work with school staff, students, parents, law enforcement/school police, public agencies, and community organizations.

3172 Human Trafficking Prevention Policy
Approved: May 19, 2021
Amended: March 1, 2023, June 22, 2023, February 28, 2024

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Human Trafficking Prevention Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County~~Grossmont Secondary School~~, Mirus Secondary School and Altus Schools South Bay ~~Sweetwater Secondary School~~ ("Charter School"). ASSC is committed to reducing the vulnerability of all children in California to incidents of commercial labor or sexual exploitation.

Student Instruction

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information shall inform students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

Parents have the right to excuse their child from all or part of instruction on prevention of human trafficking. An opt-out form is available upon request from the Equity and Inclusion Administrator. Parental consent for this instruction is NOT required. If the Charter School does not receive a written request to excuse a student, the student will be included in the instruction.

Information to Parents/Guardians

Information and materials for parents/guardians about the curriculum is available upon request, and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for review.

Staff Training

Training shall be available and conducted periodically to enable Charter School personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods. The Charter School may include training on early identification of abuse, including sexual abuse, and human trafficking of students and other minors.

Policy 3175
Student Freedom of Speech and Expression
Approved: February 22, 2011
*Amended: February 22, 2018**, February 16, 2022, June 22, 2023, February 28, 2024***

The Board of Directors of Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.~~ hereby adopts this Student Freedom of Speech/Expression Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and Altus Schools South Bay ~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School."

The Charter School respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student

or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On Resource Center Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on resource center premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Deputy Superintendent School Services ~~Executive Director~~ or designee at least one (1) school day prior to distribution. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. The Charter School Deputy Superintendent School Services ~~Executive Director~~ or designee shall notify student(s) if distribution will be granted or denied (and if denied, why distribution is not in compliance with this Policy).

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Deputy Superintendent School Services ~~Executive Director~~. Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Deputy Superintendent School Services ~~Executive Coordinator~~ or designee).

The Deputy Superintendent School Services ~~Executive Director~~ or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

As a small independent student learning environment, the Charter School does not currently have school publications. Should the Charter School begin utilizing a student-operated publication in the future, Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[8] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. Charter School officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may

[8] "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Deputy Superintendent School Services. ~~Executive Director.~~

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Charter School administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Site Expression

Off-site student expression, including but not limited to student expression on off-site internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Deputy Superintendent School Services ~~Executive Director~~ or designee shall document the impact the expression had or could be expected to have on the educational program. Off-site expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-site expression may result in discipline if the expression involves but is not limited to:

a. Serious or severe bullying or harassment targeting particular individuals;
b. Threats aimed at teachers or other students;
c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
d. Breaches of school security devices.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The Deputy Superintendent School Services ~~Executive Director~~ shall ensure that due process is followed when resolving disputes regarding student freedom of expression.

2. This Policy does not prohibit or prevent the Charter School Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the resource center premises.

3. No Charter School employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is

authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. Charter School shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.

2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School ~~Executive Director~~Deputy Superintendent School Services or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

3. Any student or faculty member may appeal the decision of the Charter School Deputy Superintendent School Services ~~Executive Director~~ or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Charter through following the Charter School's General Complaint Policies and Procedures.

3179 TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY
Approved: February 22, 2018**,**
Amended: June 21, 2018, **June 22, 2023, February 28, 2024**

The Board of Directors of ~~,~~ Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc~~. hereby adopts this Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and ~~,~~Altus Schools South Bay ~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School."

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

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

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Charter School does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Amanda Akle ~~Tim Tuter~~
~~Executive Director~~Chief of Staff and Compliance Officer
aakle@altusschools.net ~~ttuter@altusschools.net~~
858-678-4811~~2042~~

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities

and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

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

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

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

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

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

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

Electronic act means the creation 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:

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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

Charter School advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

Charter School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a

uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

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

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

Amanda Akle ~~Tim Tuter~~
Chief of Staff and Compliance Officer ~~Executive Director~~
~~ttuter@altusschools.net~~
858-678-4811~~2042~~

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures
Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

4. Investigation and Response
Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the

complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
        - A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
    - Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
    - Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
    - If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
        - Provide the parties with advance written notice of:
            - The allegations;
            - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

        - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
        - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
  - Charter School may dismiss a formal complaint of sexual harassment if:

        - The complainant provides a written withdrawal of the complaint to the Coordinator;
        - The respondent is no longer employed or enrolled at Charter School; or
        - The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
    - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
    - Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
        - The allegations in the formal complaint of sexual harassment;
        - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
        - The findings of facts supporting the determination;
        - The conclusions about the application of Charter School's code of conduct to the facts;
        - The decision and rationale for each allegation;
        - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
        - The procedures and permissible bases for appeals.

5. Consequences
Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

6. Right of Appeal
Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the ~~President~~ Superintendent School Services and Founder or Chairperson of the Charter School Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- Within five (5) business days of Charter School's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:
    - Procedural irregularity that affected the outcome of the matter;
    - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
    - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- Charter School will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

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

Charter School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

ALTUS SCHOOLS SOUTHERN CALIFORNIA~~AUDEO CHARTER SCHOOL~~
AUDEO CHARTER SCHOOL II , AUDEO CHARTER SCHOOL III, AUDEO VALLEY CHARTER SCHOOL, ALTUS SCHOOLS EAST COUNTY ~~GROSSMONT SECONDARY SCHOOL~~, MIRUS SECONDARY SCHOOL, ALTUS SCHOOLS SOUTH BAY ~~SWEETWATER SECONDARY SCHOOL~~

.TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ _____
Signature of Complainant Date:

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Policy 3180
Student Non-Discrimination
Approved: March 4, 2008, February 28, 2024

The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Student Non-Discrimination Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ("School"). ASSC ~~Audeo Charter School~~ is committed to equal opportunity for all individuals in education. ~~Audeo Charter School~~ASSC shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

No student may discriminate, injure, intimidate, interfere with, oppress, or threaten any student or anyone from the School because of race, color, religion, ancestry, national origin, physical and mental disability, gender or sexual orientation. Any student who engages in such activities may be subject to disciplinary action up to and including expulsion and the police may be contacted to take further action.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Site Coordinator at (858) 678-2020 for resolution. If not resolved, contact: the ~~Chairperson of the Board~~Deputy Superintendent of School Services, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

3190 Unlawful Harassment, Discrimination, and Retaliation Policy
Approved: March 4, 2008
Amended: June 29, 2015**,** June 21, 2018, April 27, 2023, **June 22, 2023, February 28, 2024**

Altus Schools Southern California ("ASSC") ~~Audeo~~ is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. ASSC's ~~AUDEO's~~ policy prohibits unlawful harassment, discrimination, and retaliation based upon: race(including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to person unable to prove their presence in the U. S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence pursuant to the Family Medical Leave Act("FMLA"), Pregnancy Disability Leave ("PDL")law, Americans with Disabilities Act ("ADA"),California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal,
state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

ASSC ~~AUDEO~~ does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which ASSC ~~AUDEO~~ does business). Supervisors and managers are to report any complaints of unlawful harassment to the Deputy Superintendent School Services ~~Executive Director~~ or designee.

When ASSC ~~AUDEO~~ receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Deputy Superintendent School Services

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~~Executive Director~~) or the Deputy Superintendent School Services ~~Executive Director~~ or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. ASSC ~~AUDEO~~ is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

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

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

(1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
(2) an employment decision is based upon an individual's acceptance or rejection of that conduct;
(3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of their hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training every two (2) years thereafter. ASSC ~~AUDEO~~ will also provide sexual harassment prevention training to temporary or seasonal employees within thirty (30) days after the hire date or within one hundred (100) hours worked if the employee work for less than six (6) months. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such

as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Deputy Superintendent School Services ~~Executive Director~~.
See Appendix A for the "Harassment /Discrimination / Retaliation Complaint Form."
See Appendix B for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

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

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

responsibilities. As such, consensual relationships in the workplace may violate ASSC ~~AUDEO~~ policy.

Appendix A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Altus Schools Southern California ("ASSC") ~~Audeo ("AUDEO")~~ that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that ASSC ~~AUDEO~~ may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of ASSC ~~AUDEO~~, you may file this form with the Deputy Superintendent School Services ~~Executive Director~~ or Board Chairperson.

Please review ~~AUDEO 's~~ASSC's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

ASSC ~~AUDEO~~ will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, ASSC ~~AUDEO~~ will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, ASSC ~~AUDEO~~ will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize ASSC ~~AUDEO~~ to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that ASSC ~~AUDEO~~ will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by ASSC ~~AUDEO~~ both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:
_____
_____
_____

List any witnesses that were present:
_____
_____
_____

Where did the incident(s) occur?
_____
_____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____
_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize ASSC ~~AUDEO~~ to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ _____
Signature of Complainant Date

_____
Print Name

To be completed by ~~AUDEO~~ ASSC :

Received by: _____ *Date:* _____

Appendix B

INTERNAL COMPLAINT FORM

Your Name: _____ Date:_____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:
_____
_____

List any witnesses that were present:
_____
_____

Where did the incident(s) occur?:
_____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):
_____
_____
_____
_____
_____
_____

I hereby authorize ~~Audeo ("AUDEO ")~~Altus Schools Southern California ("ASSC") to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ _____
Signature of Complainant Date

_____
Print Name

To be completed by ASSC~~AUDEO~~ :

Received by: _____ *Date:*_____

3191 Suicide Prevention Policy
Approved: June 22, 2017
Amended: October 21, 2020, March 18, 2022, June 22, 2023, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts this Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, ~~Grossmont Secondary School~~Altus Schools East County, Mirus Secondary School, and ~~Sweetwater Secondary School~~Altus Schools South Bay, all hereafter collectively referred to as "Charter School."
The Board recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Charter School and community stakeholders, Charter School school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Charter School's strategies for suicide prevention and intervention. Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for Charter School. The suicide prevention point of contact for Charter School and the Deputy Superintendent School Services ~~Executive Director~~ shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Charter School created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, parents, and middle and high school students.

Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. School Psychologist

~~2.~~ 2. Deputy Superintendent School Services ~~Executive Director~~

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and district data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Staff Development

Charter School, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, healthy youth school therapist, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with [Insert Names of One Or More County and/or Community Mental Health Agencies] to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

3. Charter School shall ensure that training is available for new hires during the school year.

4. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

5. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention,

intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

a. Suicide risk factors, warning signs, and protective factors.
b. How to talk with a student about thoughts of suicide.
c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.
g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    i. Youth affected by suicide.
    ii. Youth with a history of suicide ideation or attempts.
    iii. Youth with disabilities, mental illness, or substance abuse disorders.
    iv. Lesbian, gay, bisexual, transgender, or questioning youth.
    v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
    vi. Youth who have suffered traumatic experiences.
    vii. [Charter School may Insert other Local Youth Populations Vulnerable to Depression and Suicide].

6. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

a. The impact of traumatic stress on emotional and mental health.
b. Common misconceptions about suicide.
c. Charter School and community suicide prevention resources.
d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
e. The factors associated with suicide (risk factors, warning signs, protective factors).
f. How to identify youth who may be at risk of suicide.
g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Charter School guidelines) how to respond to such

thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Charter School guidelines.

h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
j. Responding after a suicide occurs (suicide postvention).
k. Resources regarding youth suicide prevention.
l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment (SRA) and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, healthy youth school therapist, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis, de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.
Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.
- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.
- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.
- Best practices on follow up with parents/caregivers.
- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows for the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Employee Qualifications and Scope of Services

Employees of Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.

This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School Web page and included in the parent handbook.

2. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

3. Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.

4. Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

5. Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.

6. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:

    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    c. Charter School's referral processes and how they or their children can reach out for help, etc.

7. Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

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Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Charter School along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Charter School and is characterized by caring staff and harmonious interrelationships among students.

Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.

b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Charter School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

Charter School maintains a list of current student trainings and is available upon request. Charter School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

Charter School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Deputy Superintendent School Services ~~Executive Director~~ or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Charter School or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred.
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed.
    e. Moving all other students out of the immediate area.
    f. Not sending the student away or leaving him/her alone, even to go to the restroom.
    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence.
    h. Promising privacy and help, but not promising confidentiality.

2. Document the incident in writing as soon as feasible.

3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification**.

4. After a referral is made, Charter School shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Charter School.

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Charter School campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Charter School's safety plan. After consultation with the Deputy Superintendent School Services ~~Executive Director~~ or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Deputy Superintendent School Services ~~Executive Director~~ or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from Charter School counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Charter School campus and unrelated to school activities, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Charter School activities to notify a teacher, the- Deputy Superintendent School Services ~~Executive Director~~, another Charter School administrator, psychologist, Charter School counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Charter School staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Deputy Superintendent School Services ~~Executive Director~~ to conduct an initial meeting of the Suicide Prevention Crisis Team to:

    a. Confirm death and cause.
    b. Identify a staff member to contact deceased's family (within 24 hours).
    c. Enact the Suicide Postvention Response.
    d. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:

    a. Notification (if not already conducted) to staff about suicide death.
    b. Emotional support and resources available to staff.
    c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration).
    d. Share information that is relevant and that which you have permission to disclose.

3. Prepare staff to respond to needs of students regarding the following:

    a. Review of protocols for referring students for support/assessment.
    b. Talking points for staff to notify students.
    c. Resources available to students (on and off campus).

4. Identify students significantly affected by suicide death and other students at risk of imitative behavior, and refer them to a school-based mental health professional.

5. Identify students affected by suicide death but not at risk of imitative behavior.

6. Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

7. Consider funeral arrangements for family and school community.

8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered.

9. Identify media spokesperson if needed.

10. Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplfying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

11. Include long-term suicide postvention responses:

    a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed.
    b. Support siblings, close friends, teachers, and/or students of deceased.
    c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

<u>Student Identification Cards</u>

Charter School will include the telephone numbers on all student identification cards:

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
  - Call or Text "988"
  - Call 1-800-273-8255
- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text "HOME" to 741741
- Teen Line: Text "TEEN" to 839863

- Trevor Project: Text "START" to 678678
- Trans Lifeline: 1-877-565-8860
~~Local suicide~~

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3192 Resource Center Supervision Policy
Approved: June 22, 2017
Ratified: June 21, 2018, **June 26, 2019**, **February 28, 2024**

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts this Resource Center Supervision Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School, and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

The purpose of the Resource Center Supervision Policy is to ensure the safety and supervision of all students while at the resource centers between the hours of 7:00 a.m. and 7:00 p.m. on regularly scheduled school days, Monday through Friday.

All staff will be responsible for the supervision of students at all times while inside the school's resource centers. A designated supervisor(s) will always be present at each resource center while the resource center is serving students.

All school staff is trained in:
- School Supervision
- First Aid
- Health Emergencies
- Bullying: Recognition & Response
- Child Protective Services
- Blood Borne Pathogens
- Mental Health
- Sexual Misconduct

The school shall not be responsible for the supervision of students outside of a resource center.

All staff will refer injuries to a School Administrator or designee.

Campus incidents will be recorded on a School Incident/Accident Report Form and will be followed up by staff where appropriate.

The Resource Center Supervision Policy will be reviewed annually by the school administration team and ratified by school's Board of Directors.

3195 High School Exit Exam Intensive Instruction and Services Policy (Valenzuela/CAHSEE Intensive Instruction and Services Program)
Approved: June 4, 2008

Pursuant to California Education Code section 37254:

1. Pupils, including English learners, who have not passed one or both parts of the California High School Exit Examination (CAHSEE) by the end of grade 12 are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first;
2. English learners, who have not passed one or both parts of the CAHSEE by the end of grade 12, are entitled to receive services to improve English proficiency as needed to pass those parts of the CAHSEE not yet passed, for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first; and
3. Pupils, who have not passed one or both parts of the CAHSEE by the end of grade 12, have the right to file a complaint regarding intensive instruction and services under the Uniform Complaint Procedures if he or she was not provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they pass both parts of the CAHSEE, whichever comes first.

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3196 Zero Tolerance
Approved: July 3, 2008

The Zero Tolerance Policy is designed to make your school a safe and supportive learning environment for you and other students. The Board of Directors of the School has approved this policy. There can be no acceptable reason for violating these rules.

In accordance with this policy, students who possess weapons, engage in repeated fights or acts of violence, or are found in repeated possession of drugs, alcohol, or tobacco will be expelled.

Expulsion from the charter school will result in loss of your privileges to attend school or extracurricular activities. You may be placed in an alternative school or program.

- A weapon is defined as a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon. Use or possession of a weapon will result in recommendation for expulsion.

- Repeated incidents of fighting, violent acts, or causing serious injury to another person will result in a recommendation for expulsion under the Zero Tolerance Policy.

- Attempting to commit or committing a sexual assault and committing a sexual battery.

- If you are found to be **selling or furnishing** controlled/prohibited substances, you will be recommended for expulsion on your **first offense**. For **possession or use**, expulsion will be recommended on your third offense, except for tobacco violations; if you are found in **possession of tobacco** you will be recommended for expulsion on your **fourth offense**.

- In addition to discipline, if you are found to have violated the law you may be arrested and taken to a juvenile detention facility or county jail.

Commented [AA3]: Replaced by Suspension & Expulsion Policy

3197 Mathematics Placement Policy
Approved: May 26, 2016, February 28, 2024

~~This policy of the~~The Board of Directors of Altus Schools Southern California ("ASSC") hereby adopts this Mathematics Placement Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego ("Charter School"). ~~Audeo Charter School (the "Charter School") Board of Directors ("Board") has been adopted to~~ This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests, such as the Northwest Evaluation Association Measure of Academic Progress ("NWEA MAP") assessments, that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if available, of each student's 8th grade teacher based on classroom assignment and grades;
    d. Recommendation, if any, of each student's 9th grade teacher based on assignments and grades provided at the beginning of the school year;
    e. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics course. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's assignments, quizzes, tests, exams, and grades, participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student

remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The ~~School Coordinator~~ Administrator of Instructional Services, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

    a. A parent/legal guardian of any 9th grade student may submit a written request to the ~~School Coordinator~~ Administrator of Instructional Services, or his or her designee, that:
        i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the ~~School Coordinator~~ Administrator of Instructional Services or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
        ii. Requests that the student retake the placement test, in which case the ~~School Coordinator~~ Administrator of Instructional Services or designee will attempt to facilitate the retest within two (2) weeks.
        iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the School Coordinator or designee will attempt to facilitate the retest within two (2) weeks.
        iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the ~~School Coordinator~~ Administrator of Instructional Services or designee shall respond in writing to the parent/legal guardian's request. The ~~School Coordinator~~ Administrator of Instructional Services or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the ~~School Coordinator~~ Administrator of Instructional Services or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the ~~School Coordinator~~ Administrator of Instructional Services shall specify the mathematics course or level recommended for the student. The ~~School Coordinator's~~ Administrator of Instructional Services or designee's response must provide the determination as

well as the objective academic measures that the School Coordinator or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Administrator of Instructional Services ~~School Coordinator~~ or designee requires additional time to respond to a parent/legal guardian's request, the Administrator of Instructional Services ~~School Coordinator~~ or designee will provide a written response indicating that additional time is needed. In no event shall the Administrator of Instructional Services ~~School Coordinator's~~ or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Administrator of Instructional Services ~~School Coordinator~~ or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Administrator of Instructional Services ~~School Coordinator~~ or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

3198 Student COVID-19 Prevention Policy
Approved: June 24, 2020, February 28, 2024

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts the Student COVID-19 Prevention Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School, and Sweetwater Secondary School~~Altus Schools East County, and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

It is the policy of the Charter School to take all reasonable measures to prevent the spread of the novel coronavirus ("COVID-19") among student and staff. In accordance with this policy, the Charter School temporarily implements the following procedures (collectively referred to as the Charter School's ("Student COVID-19 Prevention Policy").

Temperature Screening

The Centers for Disease Control and Prevention ("CDC") recognizes fever as a symptom of COVID-19. As a result, and in accordance with guidance from the Center for Disease Control ("CDC"), the California Department of Education ("CDE") and the California Department of Public Health ("CDPH"), all students must submit to a noninvasive temperature screening prior to entering any School resource center or administrative offices. Temperature screenings shall be administered in accordance with the following criteria:

- The Charter School shall utilize a noninvasive forehead temperature scan.
- Individuals who administer temperature screenings shall be appropriately trained in using the device and interpreting the results.
- Individuals who administer temperature screenings shall be provided appropriate personal protective equipment ("PPE"), including gloves and masks.
- Students and vendors must wear a mask over their mouth and nose while receiving a temperature scan.
- All temperature results shall remain confidential and no personnel records shall be created based on a temperature screening.

Students who present with an elevated temperature of 100 degrees Fahrenheit or greater will be sent home and shall be excluded from all School facilities for a minimum of fourteen (14) days. Students may return to a School facility before fourteen (14) days only if they submit a certification from a health care provider establishing that they do not have COVID-19.

Excluded Students

Students excluded from School facilities on the basis of an elevated temperature or other COVID-19 related symptoms shall have continued access to distance learning opportunities. Students will be excluded only from in-person tutoring-sessions, labs, field trips, and other in-person activities at School facilities for fourteen (14) days, so long as symptoms subside. Students shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.

Excluded students eligible for special education shall continue to receive all special education services provided for in the student's individualized education program ("IEP") to the greatest extent possible in accordance with distance learning standards.

Social Distancing and PPE

Charter School recognizes that the absence of a fever is not determinative of whether an individual has COVID-19. As a result, and in order to prevent the unintentional spread of COVID-19 by asymptomatic individuals, all students shall be required to adhere to the following guidelines when inside any School resource center or administrative office:

- Maintain a minimum six (6) foot distance from other individuals whenever possible.
- Wear masks that cover the face and nose whenever possible, including at all times when within six (6) feet of other individuals. The Charter School will have masks available at the resource center or administrative office.
- Wash hands frequently using soap and water, or hand sanitizer, including upon entering any School facility.
- Sanitize equipment after each use, including workstations and chairs.

Duration of Policy

This COVID-19 Prevention Policy is temporary in nature and shall remain in effect only during the public health emergency caused by COVID-19. This policy shall be implemented consistent with CDC, EEOC, and DFEH guidance, as well as guidance from other applicable local health authorities, and will be rescinded upon the revision of such guidance. In the absence of action by the Charter School Board of Directors to extend this policy, it shall automatically terminate at the end of the 2020-2021 school year.

3320 Cell Phones, Smart Phones, Pagers and Other Electrotonic Signaling Devices Policy
Approved: February 16, 2022
Amended: June 22, 2023, February 28, 2024

The Governing Board of Altus Schools Southern California ~~Audeo Charter School~~ corporation hereby adopts this Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and ~~-~~Altus Schools South Bay ~~Sweetwater Secondary School~~, hereafter collectively referred to as ("Charter School"). The Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on site or at the resource center, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off school site before or after school.
- Before or after any Charter School sponsored activity occurring before or after the school's instructional day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices shall be turned off and shall not be used:

- While at the resource center, including workshops, seminars, tutoring and any other school activity, which takes place during the scheduled instructional day on or off site.
- During events sponsored by the Charter School.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard

ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the instructional time at the resource center or at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought onto campus or at Charter School sponsored activities.

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Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education
Approved: February 16, 2022,
Amended: June 22, 2023, February 28, 2024

A. SECTION 504 POLICY

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School~~ hereby adopts the Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County ~~Grossmont Secondary School~~, Mirus Secondary School, and Altus Schools South Bay ~~Sweetwater Secondary School~~ hereafter collectively referred to as ("Charter School"). The Governing Board of the Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The Charter School's Deputy Superintendent School Services ~~Executive Director~~ or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If Charter School does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

The Charter School does not discriminate on the basis of disability, or any other characteristic protected under law. Charter School will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:

    a. has a physical or mental impairment that substantially limits one or more major life activities;
    b. has a record of such an impairment; or
    c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade, or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the

individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Administrator of Special Education~~Special Education Coordinator~~ shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (619) 393-2270.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means
    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

    c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level

or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's

cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.

6. The referral, assessment, evaluation, and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

~~E.~~A. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

    - Examine relevant records
    - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
    - Have the right to file a Uniform Complaint pursuant to Charter School policy
    - Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

    Kirsten Ramirez Henderson
    10170 Huennekens Street, San Diego, CA 92121
    (619) 393-2270
    khenderson@altusschools.net

    Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado Charter SELPA or the San Diego County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:

    - The specific decision or action with which the parent/guardian disagrees.
    - The changes to the 504 Plan the parent/guardian seeks.
    - Any other information the parent/guardian believes is pertinent.

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5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Deputy Superintendent School Services or designee.

~~5.~~

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and ~~Deputy Superintendent School Services Executive Director~~.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Deputy Superintendent School Services. ~~Executive Director.~~

8. The parent/guardian and the School shall be afforded the rights to:

   - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
   - Present written and oral evidence.
   - Question and cross-examine witnesses.
   - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

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F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including 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. Charter School will follow Section 504 and all applicable federal and state laws 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 accordance to due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") 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.

2. 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, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 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 504 Plan.

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

a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

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

If Charter School, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then 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.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who 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, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

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

4. 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 Deputy Superintendent School Services ~~Executive Director~~ or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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a. Carries or possesses a weapon, as defined in 18 U.S.C. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School 's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

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 School Coordinator or the Administrator for Instructional Services, or to one of the child's teachers, that the student is in need of special education or related services.

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

c. The child's teacher, or the special education teacher or the school coordinator, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Special Education Coordinator or to the School Coordinator or to the Administrator for Instructional Services.

If 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 2004-eligible children with disabilities, including the right to stay-put.

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

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

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

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The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2. Have Charter School advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Chief of Staff and Compliance Officer ~~Executive Director~~ for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact Kirsten Ramirez Henderson 504 Coordinator, (619) 393-2270 and at 10170 Huennekens Street, San Diego, CA 92121, with any questions regarding the information contained herein.

4000 FISCAL

4100 Budget
4110 Fiscal Control Policys
~~4120 Expenses~~
4130 Carryover
4140 Hospitality, Incentives, Recognition, Gifts
4150 Reserve Funds
4160 Business Expenses and Reimbursement Policy

4200 Property Selection
4210 Property Selection Guidelines
Ref: AP 4210
4220 Policy Regarding Accommodations To Parents With Disabilities

4300 Assets
4310 Capitalization of Assets

4400 Internal Fiscal Control Policies

4000 FISCAL

4100 Budget

4110 Fiscal Control Policys~~~~
Approved: June 11, 2002, February 28, 2024

To further carry out the fiscal responsibilities as stated in the Charter School origination documents, The Altus Schools Southern California ~~Audeo Charter School~~ Board of Directors adopts the following policy:

The ~~Treasurer of the Board~~Chief Business Officer ("CBO") will present to the Board regular fiscal reports as to the financial status of the school and is duly authorized and responsible to the Board for final approval of all expenditures relating to the school budget.

The CBO for the School is duly authorized and resposible for final approval of all expenditues relating to the School budget.

1. Additional approval of the Superintendent School Services and Founder for an expenditure may be requested by the Chief Administrator at any time. The Superintendent School Services and Founder may, at their discretion, elect to require additional approvals, such as that of the Chair of the Board, a subcommittee, or the full Board.

2 Additional approval is required if an expenditure would cause the annual budget, in total, to be exceeded

~~1. Any single expenditure (excluding staff contracts), which exceeds payment over $15,000, will be reported to the Board of Directors.~~

~~2. Additional Board approval is required for expenditures, any unbudgeted or travel expense requested by a board member (s)~~

~~3. Additional Board approval is required if any or all expenditures that would cause the annual budget, in total, to be exceeded and/or cause deficit spending in the current year.~~

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4~~120 Expenses~~
~~Approved: June 11, 2002~~

~~The Board will designate a Board member, one not employed by the School, to review certain School expenditures on a periodic basis to assure they comport to existing School policy and are sufficiently documented. The Board member responsible for such review will report on a regular basis to the Finance Committee as to compliance. The School administration will provide appropriate records and will schedule with a designated Board member for the periodic review of these selected School expenditures.~~

~~Single expenditures over $15,000 (except employment contracts) require prior approval of the Board, or subcommittee of the Board, or Chairperson of the Finance Committee, or the Chairperson of the Board.~~

4130 Carryover
Approved: June 11, 2002, February 28, 2024

Use Board Policy 4150 for Reserve Policy for guidance, reference and implementation. This policy was initially adopted by the Board on February 22, 2011.

~~The~~ ~~Audeo Charter School~~Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ("School") ~~shall maintain a Strategic Reserve, not to exceed 8% of the total of all operational and categorical funds budgeted annually. This strategic reserve shall be used to implement planning approved by the Board through its strategic planning process.~~

~~The School shall maintain an Operational Reserve, not to exceed 4% of the total of a all operational and categorical funds budgeted annually. The operational reserve shall be used to support the short term operational needs of the School.~~

~~The School may establish designated reserves for specified purposed which benefit the School in the long or short term.~~

4140 Hospitality, Incentives, Recognition, Gifts
Approved: June 11, 2002
Amended: February 28, 2024

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The Superintendent School Services and Founder~~Director~~ shall have discretion in the use of school funds for meetings, hospitality, recognition, incentives, and gifts to staff and community partners.

School activities and meetings that are appropriately carried on in the office or classroom, but which may also be carried on in connection with a meal or refreshments, may be considered school business expenses.

Occasional entertainment of staff in connection with a specific event (e.g., completion of a large, difficult, or long-term project) or a lunch or dinner used for a specific purpose (e.g., meeting, debriefing, goal setting, recognition) is a reimbursable expense. The location for such should be appropriate and the expense should be reasonable.

This policy also recognizes that there may be occasions when it is appropriate for the school to recognize events in the lives of employees and community partners where the costs of such gifts are payable by or reimbursable by the school. Gifts to school employees should be token or nominal in value considering all attendant circumstances.

Such uses, as described above, should not exceed the amounts budgeted for Community Relations, Principal's discretionary, and/or other account lines specifically designated for these purposes.

4150 Reserve Funds Policy
Approved: February 22, 2011
Amended: February 28, 2024

Purpose of the Reserve Fund:
The purpose of the Reserve Fund shall be to responsibly fund and finance **the General/Operation Reserve Fund; Reserve for Economic Uncertainties**; and **Contingency/Strategic Fund**. Reserve Funds shall be maintained to ensure the long-term financial sustainability of the organization.

DEFINITION OF TERMS:
The term **"Reserves"** is used to describe that part of the fund balance that is freely available for its operating purposes not subject to commitments, planned expenditure and spending limits. Reserves do not include restricted funds and designated funds.

A **Contingency Fund** is a reserve fund set aside to handle unexpected debts that are outside the range of the usual operating budget.
Fund Balance or Carry-Over Fund is the difference between assets and liabilities. This is the fund equity of governmental and trust funds.

Policy Statement
The primary object of this policy is to establish and maintain three levels of reserve funds which includes the General/Operation Reserve Fund, Reserve for Economic Uncertainties and Contingency/Strategic Fund. These funds must remain unencumbered and uncommitted at a level relative to the annual operating budget and the historical costs of operating and maintaining the organization. It will permit ~~Audeo Charter School~~Altus Schools Southern California to continue to operate during difficult financial times and maintain current level of operations while the School addresses unexpected but essential needs (e.g. the State Deferrals of Apportionment). A Reserve Fund shall be maintained to meet contractual liabilities should the School have to close. This includes salary payable, amounts due to creditors and commitments under leases.

GENERAL FUND/OPERATION RESERVE POLICY:
The General Fund is used to account for all general and unrestricted revenues and for expenditures related to providing general services for the School. For the purpose of this policy and as it applies to the General/Unrestricted Fund only, the School will establish on an annual basis the budget for Operation Reserve at a level of 3% to 8% of total General/Unrestricted Revenues during the development of the current fiscal year's operational budget.

RESERVE FOR ECONOMIC UNCERTAINTY POLICY:
This portion of the end of the year fund balance shall be designated to provide for emergencies or economic events, such as revenue shortfalls that could not be anticipated. This reserve shall allow for any anticipated and unanticipated State deferrals of apportionments. The reserve for economic uncertainty shall be maintained to an amount equivalent to 3 to 7 months of the total current year's budgeted expenditures.

CONTINGENCY/STRATEGIC RESERVE POLICY:
The School shall designate a Contingency/Strategic Reserve Fund which represents a portion of the current year's end of the year fund balance or carry over funds in order to provide a strategic reserve for the School's commitments for leases, a reserve fund for major repairs and improvements, capital replacements, facility acquisitions and self-insured health and welfare program. This fund shall be maintained at 15% to 25% of the current year's fund balance (carry over). This fund will support and sustain the strategic goals of the Schools.

At the first scheduled Board meeting of the year the Chief Business ~~Financial~~ Officer (CFO) will present to the Board a full status report of all reserve levels. The CB~~F~~O will be responsible for coordinating to the Board the review of this policy every two years.

This policy supersedes any existing policy adopted by the Board in reference to Fund Reserves.

4160 Travel and Expense Reimbursement Policy
Approved: February 13, 2014
Amended: June 24, 2022, February 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo Charter School ("Audeo")~~ a nonprofit benefit public corporation, ~~hereby adopts the Travel and Expense Reimbursement Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ("Charter School"). Charter School~~ will reimburse senior leaders, staff, and other authorized individuals for actual travel and associated expenses incurred in the furtherance of ~~Charter School~~A~~A~~SSC~~udeo~~ business relating to attendance at required and approved business meetings, training, seminars, conferences, and travel associated with research consistent with the ~~Charter School~~ASSC ~~Audeo~~ Research policy.

~~Audeo Charter School~~ASSC senior leaders, staff, and other authorized individuals traveling on ~~Audeo~~ ASSC~~Charter School~~ official business shall observe normally accepted standards of propriety in the type and manner of expenses they incur on behalf of ASSC~~Charter School Audeo~~. It is the traveler's responsibility to report his/her/their actual travel and other expenses in a responsible, timely, and ethical manner, in accordance with the regulations set forth in this policy and according to procedures established by ASSC~~Charter School Audeo~~ management.

Categories of Reimbursable Expenses

Reimbursable expenditures include:

1) Airfare
2) Ground Transportation
3) Lodging
4) Meals
5) Porterage
6) Telephone, Internet access, and fax charges
7) Other travel related expenses (approval required by ~~Audeo Chief Executive~~ ~~Officer~~Superintendent School Services and Founder)~~)~~

Non-reimbursable expenses include but are not limited to:

1) Alcoholic Beverages
2) Class of travel upgrades
3) Hotel mini-bar charges
4) Frequent flyer program fees
5) Airline traveler lounge fees
6) Entertainment (e.g., movies, theater, tours, sporting events, golf, and spa)
7) Dry cleaning
8) Baby-sitting
9) Traffic and parking fines
10) Limousine service

11)Travel expenses for family or unauthorized guests
12)Expenses reported more than 120 days after they were incurred

Airfare

Travelers are required to use the most cost-efficient carrier given their business itinerary. A more expensive direct flight is permitted if the additional travel time for a less expensive multi-leg flight is more than 90 minutes. Travelers that elect to drive to a location in lieu of taking air travel may reimburse their mileage expenses up to a maximum amount not to exceed the cost of the corresponding airfare.

Ground Transportation

Travelers should select the most cost-efficient means of ground transportation given their business itinerary.

Rental Cars – 1 or 2 travelers riding together should rent no larger than an intermediate-size car. A larger class is permitted if necessary due to the number of travelers riding together. Travelers driving a rental car are required to possess a valid driver's license.

Taxi/Shuttles/Uber/Lyft – Taxi, shuttle, Uber, and Lyft fares are reimbursable only with a receipt.

Parking – Travelers are required to use the most cost-efficient means of parking for personal and rental cars used on ASSC~~Charter School Audeo~~ business. However, the safety of travelers should not be compromised and travelers should use their best judgment in making parking decisions.

Tolls – Tolls are reimbursable only with a receipt.

Mileage – Mileage for travelers using their personal cars on ASSC~~Charter School Audeo~~ business shall be reimbursed at the maximum rate per mile that is allowable for income tax purposes based on the most recent Internal Revenue Service rules. Travelers are required to provide documentation of distance driven such as can be generated from an internet mapping service such as Google Maps or MapQuest.

Lodging

Overnight lodging is eligible for reimbursement, subject to advance approval, when the primary purpose is the furtherance of ASSC~~Charter School Audeo~~ business. Eligibility for lodging will take into consideration the travel time to attend the business meeting or event, the start and end times of the business need, the personal safety of the traveler, and other related costs/savings to ~~Charter School~~ASSC ~~Audeo~~ which may be affected by the overnight stay. Lodging reimbursement is eligible from the start through the end of the ASSC~~Charter School Audeo~~ business event. Generally, for ASSC~~Charter School Audeo~~ business events that require more than two hours travel outside of ~~Audeo's~~ ASSC~~Charter School~~'s regular business hours, lodging will be reimbursable from the night prior to an event through the night following the event.

Travelers should use their best judgment in selecting lodging given their business itinerary, cost of lodging, and consideration of their personal safety.

Meals

Travelers will be reimbursed for meals purchased during their travel if their travel itinerary is greater than 4 hours. Guideline reimbursements for meals (including tip) are:

Breakfast	$30
Lunch	$45
Dinner	$70
Snacks	$20

All meals require a detailed receipt of items purchased. Alcohol is not reimbursable.

Meals for ASSC~~Charter School~~ ~~Audeo~~ staff, committee members, and authorized individuals dining together related to a ASSC~~n Charter School~~ ~~Audeo~~ business meeting or ~~Audeo~~ASSC~~Charter School~~ -related travel may be paid by one individual and reimbursed. The receipt should list the individuals at the meal and business purpose.

Housecleaning/Parking Valet Tips

Reimbursement of housecleaning and parking valet tips do not require a receipt and are subject to a maximum of $10 per day.

Approvals

Travelers are required to receive written approval of planned or actual travel expenses. Travelers may receive approval from their Direct Supervisor, the Chief Business Officer, the Deputy Superintendent School Services~~Chief Development Officer~~, or the ~~Superintendent School Services and Founder~~~~Chief Executive Officer~~.

Authorization for non-routine travel should be requested in advance and actual travel expenses should be approved after travel has been completed. Routine travel expenses may be approved for reimbursement after travel has been completed.

~~Audeo~~ ASSC~~Charter School~~ will reimburse travelers only for actual expenditures for which the primary purpose of the travel is on behalf of ~~Audeo~~ ASSC~~Charter School~~ and in compliance with all other ASSC~~Charter School~~ ~~Audeo~~ policies. No reimbursement will be made unless the traveler fully complies with the requirements of this policy, the expenses are timely submitted for reimbursement, a receipt is submitted for each expenditure, and the expenses have been reviewed and approved per this policy.

Other Travel Related Expenses

Business travel can often involve unforeseen complications. ~~Audeo's CEO~~Superintendent School Services and Founder ~~–~~is authorized to approve reimbursement of travel expenses beyond those detailed in this policy if warranted by circumstances and documented by a memo from the traveler.

4200 Property Selection

4210 Property Selection Guidelines
Ref: AP 4210 Property Selection Guidelines
Approved: June 11, 2002, February 28, 2024

The following property selection guidelines are provided for the Altus Schools Southern California ("ASSC") ~~Audeo Charter School~~ to assure the selection of perspective classroom settings, which reflect the high standard for safety and function set forth by ~~Audeo Charter School~~ASSC.

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I. General Planning Characteristics

A. Classroom must be planned for operational needs.

B. Classroom must provide quiet places for maximum allowed groups of students.

C. Central locations with high demand neighborhoods convenient to transportation.

II. Building Specifications:

A. Locations

1. Orient to reduce any heat gain, noise, dust with natural ventilation where possible.

2. Provide safe and secure entry for students, staff, visitors, and services.

3. Provide students safe drop off and pick up areas for cars.

B. Size

1. Plan on at least 59 square feet per pupil basis.

2. Negotiate larger spaces where possible with future cancellation and expansion rights.

3. Learning Centers over 1000 square feet shall have exit signs, panic hardware on doors and signs installed in conspicuous locations which state "Maximum Occupancy not to exceed 49". This sign should be at least 12" square, black bold lettering on white background, mounted under clear

C. General Criteria

1. Provide covered walkways where possible.

2. Provide natural light and ventilation with operable windows where possible with security awareness a priority. Prefer non-tinting single glazing where possible.

3. Provide horizontal blinds with security screens as warranted by occupancy, location and presence of high-value equipment.

4. Provide ground floor space where possible with full ADA and Title 24 compliance. Second floor space must be elevator served.

5. Provide sound insulation and concrete topping for second floor rooms.

6. Maximize open space with minimal shear and bearing walls.

7. Minimum type wood-frame construction with exterior plywood sheathing and plaster finish.

8. Walls and roof to be insulated to minimize heat transfer and sound transmission.

9. All interior walls (if any) shall be 5/8" Type X Gypsum board using W-R gypsum board behind any sinks and plumbing fixtures.

10. Provide suspended acoustical ceilings for utilities and mechanical ductwork.

11. Provide at least one duplex electrical outlet per 100 sq.ft in all areas unless otherwise specified.

12. Provide fire protection per the local building code requirements specific to the type of building.

13. Ceiling height 8" minimum with 9' and 10' most desirable.

14 Provide at least 4 parking spaces per 1,000 square feet of occupied space.

15. Restroom facilities to be handicapped accessible and either common or within each classroom. Segregate male and female restrooms wherever possible.

16. Flooring to be carpeted or vinyl title with 4" rubber or tile base in all restrooms.

17. Facilities to include multiple phone jacks.

III. Specific Requirements

A. All buildings to comply with current building and zoning codes with government agencies having jurisdiction.

B. Cancellation provisions after the first year of the lease term shall be negotiated with landlord where possible.

C. Flat rental rates with annual increases shall be negotiated with Landlord where possible.

D. Any leasing commissions to be paid by Landlord and not by the School.

Although charter school law explicitly frees charter schools from educational code, Education Code Section 39141.9 - Education Code Property Exemptions has been used as a primary source. There has also been an effort to tie into the requirements set forth by the California State Department of Education and general construction guidelines for private industry.

In addition, the School is deemed an alternative educational setting by the California State Department of Education. This allows for additional flexibility for alternative educational settings which do not exceed 25 students in a classroom at one time.

IV. Equipment / Furniture Requirements

Site Sq Footage	Tables (circular)	Tables (rectangular)	Chairs	Computers	Printers	Carousel Table Seating	TV/ VCR Setup
800 sq ft. or under	1	6	28	3	1	3	1
1000 to 1200 sq ft.	2	6	32	6	1	6	1
1200 to 1500 sq ft.	2	8	40	6	1	6	1
1500 to 2000 sq ft. or more	2	8	40	6	1	6	1

Site Sq Footage	Fax	Overhead Projector	White Board	Teachers Desk/Chair	Book Shelf	File Cabinet	Other
800 sq ft. for under	1	1	1	1	1	1	
1000 to 1200 sq ft.	1	1	1	1	1	1	
1200 to 1500 sq ft.	1	1	1	2	2	2	
1500 to 2000 sq ft. or more	1	1	1	2	2	2	

~~The Audeo Charter School~~ASSC shall be deemed the public school employer of the employee a the charter school for the purpose of Section 3540.1 of the Government Code.

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4220 Policy Regarding Accommodations To Parents With Disabilities
Approved: September 6, 2005, February 28, 2024

Altus Schools Southern California ("ASSC") ~~The Audeo Charter School (Audeo)~~ has a policy of making reasonable efforts to provide disabled parents of ASSC ~~Audeo~~ students meaningful access to school programs and events in which parents participate, in the most integrated setting reasonably possible, unless providing such accessibility would cause a fundamental alteration of ~~Audeo's~~ ASSC's programs and services, or would cause an undue administrative or financial burden on ~~Audeo~~ASSC.

Because of the need to carefully administer resources, it will not always be possible to make needed physical upgrades to ~~Audeo~~ ASSC facilities or to provide any physical upgrades within a time frame that will allow for prompt, permanent solutions for particular parents. Consequently, ~~Audeo~~ ASSC will implement the following procedure designed to assist parents that are in need of immediate accessibility changes.

Any parent, who needs an accommodation, should make a written request to ~~Audeo~~ASSC. The written request should be sent to both (1) Principal and the site administrator at the location of the requested accommodation. Once the written requests are received, the Principal, with the assistance of the site administrator, shall endeavor to provide alternative accommodation consistent with this policy within 60 calendar days of receipt of such request. Computation of the 60-calendar day deadline shall be based upon actual receipt of the request by the Principal.

The Principal will respond to the parent making the request with the following information: (1) notice of any planned upgrades, (2) alternative accommodations that shall be offered as an interim measure or permanently, OR, (3) that Audeo has determined that it is unable to provide access because of undue burden or fundamental alteration. The notice of ~~Audeo's~~ ASSC's decision will also provide notice of any further appeal rights, if any, within ~~Audeo~~ ASSC.

Nothing contained in this Policy is intended to increase or decrease any legal protections provided to disabled persons or any legal obligations owed by ~~Audeo~~ ASSC as provided by applicable state and federal law.

4300 Assets

4310 Capitalization of Assets

Approved: June 15, 2010, February 28, 2024

The policy of Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.~~ is to capitalize assets when the useful life is greater than one year and the acquisition cost meets the capitalization threshold. Assets over $500 are tagged and tracked in the asset inventory system. The assets will be expensed in the current year.

Purchased or constructed capital assets and infrastructure are reported at acquisition or construction cost or estimated historical cost. Donated capital assets are recorded at their estimated fair value at the date of donation.

Assets will be depreciated on the straight-line basis over their estimated useful lives as outlined below.

Any assets that are stolen lost, or damage will be written off immediately.

Purpose

This Capitalization Policy sets forth the guideline governing the ~~Audeo Charter School's~~ASSC's capitalization of equipment.

Definitions

- Capital Assets - Assets used in operations with a useful life of one year or more and with a value of $5,000 and over that gradually lose their value over time. Land and investment property are excluded from this definition. All other assets will be expensed in the year incurred as Books, Supplies, Non-Capitalized Equipment, Repairs and Noncapitalized Improvements.
- Depreciation – Recognition in the accounting records of the cost of capital assets over the depreciable life of the assets.
- Depreciable Life – Expected economic or physical life of asset.
- Straight Line Depreciation – The method of recognizing depreciation in level increments over the useful life of the asset.

Depreciable Life

- Computer equipment will be depreciated over three years
- Office Equipment will be depreciated over five years
- Furniture will be depreciated over ten years
- Major software acquisitions will be depreciated fifteen years
- Building will be depreciated over thirty years.

Policy Review

The Board shall review this Capitalization Policy at least every three years to assure its efficacy and relevance. This policy may be amended from time by majority vote of the board.

4400 Internal Fiscal Control Policies

Approved: June 21, 2018

Amended: October 20, 2021, February 28, 2024

Altus Schools Southern California ("ASSC"), a~~A~~ nonprofit public benefit corporation ~~Audeo Charter School Nonprofit Corporation (Audeo Nonprofit Corp.)~~ established control over its operations by setting goals, objectives, budgets and performance expectations. Internal control helps an organization attain operational goals and guiding principles, producing reliable financial reports, and ensuring compliance with applicable laws and regulations. Internal controls provides the means to direct, monitor, and measure an organization's assets and resources and plays an important role in protecting it from fraud, abuse or misappropriation.

ASSC ~~Audeo Nonprofit Corp.~~ established internal control procedures to accomplish the following:

1. Prevent management from overriding internal controls.
2. Ensure ongoing state and federal compliance.
3. Assure the governing board that the internal control system is sound.
4. Help identify and correct inefficient processes.
5. Ensure that employees are aware of the expectation that proper internal controls will be utilized.

The Chief Business Officer ("CBO") and Finance Administrator oversees the integration of all five internal control components into one cohesive structure. The Leadership team provides leadership and direction to managers and reviews and gives them feedback on their internal control decisions. In turn, the managers assign the responsibility for establishing specific internal control policies and procedures, control activities and monitoring of the personnel responsible for unit functions.

The Governing Board works as a group to provide governance, guidance and oversight. Individual board members particularly enhance the control environment when they are informed, free of bias, inquisitive, conduct themselves in a principled and ethical manner, and expect the same standard of conduct from everyone in the organization.

Independent auditors assess whether the controls are properly designed and implemented, and monitor whether the controls are working effectively. They also make recommendations for improving internal controls.

The following basic concepts and procedures help ensure a strong internal control structure:

• **System of checks and balances** – Formal procedures should be implemented to initiate, approve, execute, record and reconcile transactions. Key areas requiring checks and balances include payroll, purchasing, accounts payable and cash receipts.

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• **Segregation of duties** – Adequate internal accounting procedures must be implemented and necessary changes made to segregate job duties and protect the charter's assets. No single employee should handle a transaction from initiation to reconciliation, and no single employee should have custody of an asset, such as cash, and maintain the records of its transactions.

• **Staff cross-training** – More than one employee should be able to perform each job. Each staff member should be required to use accrued vacation, and another staff member should be assigned to perform those duties at that time. Inadequate cross-training is often a problem regardless of the size of an organization.

• **Use of prenumbered documents** – Checks and cash receipts should all be printed by an entity independent of the school. Physical controls should be maintained over the check stock and cash receipt books. Using prenumbered documents without an independently reconciled log of numbers is insufficient.

• **Asset security** – Cash should be deposited daily, and the charter's other property, such as computers and other equipment, should be secured. Access to supplies and equipment should be restricted to designated employees.

• **Timely reconciliations** – Bank statements and account balances should be reconciled monthly by an employee independent of the individual who is assigned to the original transaction and recording. For example, the office employee reconciling the checking account should not be the same person who maintains the check stock.

GENERAL PROCEDURES

• Management provides leadership in creating an atmosphere of control consciousness.

• The structure is clearly established and communicated.

• The functions and responsibilities assigned to specific departments or individuals are clearly defined.

• Current organizational chart is maintained.

• Duties are separated so that no individual has complete authority over an entire financial transaction.

• The California School Accounting Manual is used as a tool to adhere to accounting procedures.

• The Chart of Accounts (Standardized Account Code Structure) is kept current.

• Approval authority for financial transactions is established.

• Minutes of Board meetings are maintained. The minutes include approval or amendment of the minutes of the preceding meeting. It also includes a signed copy of the complete text of Board resolutions.

• Annual audit report is on the board agenda, reviewed, and accepted at a properly scheduled Board meeting.
• The Governing Board approves and adopts the current preliminary operational budget in May/June of the prior fiscal year.

• The Governing Board approves the school attendance calendars.

• The Governing Board shall adopt a Conflict of Interest Code.

ACCOUNTS RECEIVABLE

The goals of ASSC ~~Audeo Nonprofit Corp.~~ are as follows:

• Each entry to the accounts receivable ledger is supported by documentary evidence.

• Postings are made by other than those having access to incoming receipts.

• There is periodic follow-up on outstanding balances.

General Procedures

• Aged schedules of receivables are periodically reviewed by designated employees not responsible for billings, cash or receivables.

• Adjustments of receivables shall be approved by the Chief Financial Officer.

• The individual responsible for maintaining receivable records do not have access to cash, cannot authorize adjustments to receivables and do not authorize accounts receivable transactions.

• Actual receipts are compared to amounts anticipated and any unusual variances are investigated.

ATTENDANCE ACCOUNTING

The goals of ASSC ~~Audeo Nonprofit Corp.~~ are as follows:

• All attendance data is accurately posted monthly.

• On a weekly and monthly basis, summarize attendance data for reporting purposes.

General Procedures

• The same symbols are used school-wide for attendance accounting.

• Attendance records shall be kept in a secured area when not in use.

• All attendance data include grade, category, and absence justifications.

• All attendance data are summarized properly for both School reports and State ADA reports.

• All employees are properly trained and aware of what constitutes an excused and apportionment absence.

• All reports are reconciled with the supporting documents.

• Data processing generated ADA reports are reconciled to the original reports.

• School attendance calendar is approved by the Governing Board and properly implemented. It shall comply with the requirement of the California Department of Education.

• Procedures are in place to assure non-duplication of attendance.

• Parent approval is included in the Individualized Education Program file as it relates to pupil placement.

• A standardized agreement shall be used by ASSC ~~Audeo Nonprofit Corp.~~ for the independent study programs.

• Pupils in independent study are credited with only one day of attendance per calendar day and only as work are verified by a certificated employee.

BUDGET PROCEDURES

Altus Schools Southern California ~~Audeo Charter School Nonprofit Corporation (Audeo Nonprofit Corp.)~~ shall develop a budget that supports the goals of the schools. When preparing the annual budget, it shall consider factors such as student population, past years' experience and trends, need for new services, expansion or curtailment of existing services, estimated revenues and proposed expenditures, governing board and leadership priorities. It is the goal of ~~Audeo Nonprofit Corp~~ASSC. to prepare a budget, which communicates its goals and objectives and serves as a benchmark against which actual performance is measured.

• The budget process shall include:

  • Enrollment projections and staffing ratios;

  • Income projections and local control funding formula calculation;

  • Audit of personnel database which includes changes in staffing, new positions, vacant positions, full time equivalency calculation and salary movement in the salary schedule i.e., salary step increases

  • Employee Benefits which includes determination of rates to use in projecting benefits for retirement contributions, social security, unemployment insurance and workers' compensation, and estimating increases regarding component costs of health and welfare benefit costs

  • Monitor Governor's budget items for educational programs

  • Monitor legislation or initiatives that impact funding

  • Contracts in process and negotiations with the key suppliers

  • Non-personnel budgets based on the goals and past years' experience and trends

  • Fixed cost such as utilities, facility leases, service agreements and insurance

• The Governing Board shall approve the preliminary operational budget by May/June of each year for the subsequent fiscal year.

• The Governing Board shall approve the expenditure and revenue plan for the period.

• ~~Audeo Nonprofit Corp.~~ASSC assures that expenditures are incurred in conformity with the budget and plan of operation.

• Budget versus actual reporting shall be provided on a timely basis and explanations shall be provided for significant deviations.

• Revenue and expense budgets shall be prepared for each governmental fund.

• Budgets are reviewed at least quarterly and budget revisions are prepared and submitted for Board approval to reflect appropriate changes in management plans.

• Periodic budget and actual financial reports include encumbrances and other expenditure commitments.

• Finance Division approves the availability of funds prior to issuance of a purchase order, inventory issue, or expenditure commitment.

• Budget shall include a minimum of three percent general or working capital reserve, or the level of reserve required by the charter authorizer.

• Interim reports are provided to the governing board well in advance before a scheduled board meeting for approval/ratification. It shall be presented in the meeting.

• Interim Reports and narratives shall be submitted to the sponsoring district and county office of education according to the established guidelines mandated by the State.

• Multi-year budget projections shall be done periodically by ~~Audeo Nonprofit Corp~~ASSC.

CASH

The goals of ~~Audeo Nonprofit Corp.~~ASSC are as follows:

• Collections are properly identified, control totals are developed, and collections are intact and promptly deposited.

• Checks are prepared based on adequate and approved documentation, signed, and mailed.

• Bank accounts and cash on hand are subject to effective custodial accountability procedures and physical safeguards.

• Transactions are recorded promptly and accurately with adequate detail and appropriate reports are issued.

Cash in the County Treasury

• Cash in the County Treasury shall be reconciled monthly.

• Stale dated warrants over six months shall be reviewed and canceled.

Cash Receipts

• Cash controls regarding incoming mail:

- Prenumbered receipts shall be issued for all cash collections. Cash receipts shall be recorded when received and it will be secured at all times.
- Remittances will be compared with bank deposits. Check remittances are restrictively endorsed by a person other than the one who will deposit the check.

• All receipts shall be recorded promptly and deposited intact at appropriate regular intervals.

• Receipts shall be identified by source and/or budgetary account.

• Receipts are periodically reconciled to deposits.

• Loans and advances to employees are strictly prohibited.

~~Revolving Cash Fund~~

~~• The purpose for the account shall be specified by Audeo Nonprofit Corp.ASSC and shall be part of the accounting policies.~~

~~• The amount appropriated for this account shall not exceed $20,000.~~

~~• The account shall be reconciled monthly.~~

~~• Signing of blank checks is prohibited.~~

~~• Drawing of checks to cash or bearer is prohibited.~~

~~• The authorized signatories shall be the President/CEOSuperintendent School Services and Founder or the Treasurer/CFO.~~

~~• Disbursements are limited to transactions that cannot be paid through the regular claims process.~~

~~• Blank checks are kept in a secure place.~~

~~• Duties are adequately separated. Different persons prepare checks, sign checks, reconcile bank accounts, and have access to cash receipts.~~

~~• Adequate documentation shall be required for all disbursements.~~

Cash Accounts Outside the County Treasury

• Bank accounts outside the County Treasury shall be approved by the Governing Board.

• Two signatures shall be required~~ for checks except for the Revolving Cash Fund~~.

• Bank accounts shall be reconciled by someone who does not sign or prepare checks or receive cash.

• Reconciliation shall be reviewed by someone other than the preparer.

• Signatures and check endorsements shall be examined by the person other than the one who prepares the check at least on a test basis.

• Accounting for numerical sequence of checks shall be performed periodically.

• Book balances are reconciled to general ledger accounts.

• Comparisons of deposit amounts and dates made with cash receipt entries shall be performed.

• Checks outstanding for a long period of time shall be investigated and canceled or reissued.

• Cash overages and shortages shall be reviewed periodically and appropriate corrective action shall be taken.

• ASSC will maintain~~The~~ bank accounts with ~~shall be~~ an interest-bearing account when possible~~.~~

EMPLOYEE COMPENSATION AND BENEFITS

The goals of ASSC~~Audeo Nonprofit Corp.~~ are as follows:

• Employment, separation, wage rates, salaries and deductions are authorized and documented. Payroll and personnel policies shall be in compliance with grant agreements, Federal, State, and local laws.

• Time and attendance data are properly reviewed and approved.

• Time and attendance data are properly processed, documented, and coded for account distribution.

• Computations for gross pay, deductions and net pay are accurate and based on authorized time and rates.

• Payments for employee compensation and benefits are made to, or on behalf of, only bona fide employees for services performed as authorized.

• Employee compensation and benefit costs are properly accumulated, classified and summarized in the accounts.

General Procedures

• The following duties are performed by different employees:

Separate	**From**
Timekeeping and Supervision	Personnel, payroll processing, paycheck distribution, and general ledger
Payroll processing	General Ledger
Employee who hires or terminates employees, approves time reports, and prepares payroll	Paycheck distribution

• Changes in employment including additions, terminations, salary and wage rates, stipend, and payroll deductions shall be properly authorized, approved and documented.

• All changes are promptly reported in writing to the payroll processing department.

• Personnel policies are written and available to all employees.

• Payroll expenditure accounts are periodically reviewed and compared to current assignments.

• Payroll expenditures for Federal and State categorical programs are identified separately. These payroll expenditures shall be reviewed for compliance with grant restrictions.

• Procedures for approving vacations, sick leave, and personal necessity leave are established.

• Attendance records are maintained for each employee. Leave balances are recorded monthly.

• Access to employees' master files is limited to authorized employees.

• Payroll are reviewed and approved by a knowledgeable official independent from the person who process payroll.

• Payroll or labor distribution shall be reviewed and compared with budget amounts.

• Employee benefits, including payroll taxes and health insurance benefits shall be distributed to the appropriate expenditure object and program accounts on a regular basis.

• Employees are required to provide identification before being given the payroll warrant.

• Employees are prohibited from accepting another employee's payroll warrant without written authorization.

• Payroll advances are strictly prohibited.

• Procedures are established for the timely filing of credential information with the County Superintendent of Schools.

• Position control system shall be implemented to correlate the personnel and payroll functions with the budget functions.

• Total of warrants and automatic deposits are compared to actual number of employees working.

• Proper documentation shall be maintained to verify automatic deposits.

PURCHASING AND PAYABLES

The goals of ASSC ~~Audeo Nonprofit Corp.~~ are as follows:

• All requests for goods and services are initiated and approved by authorized individuals, and are in accordance with budget and appropriation guidelines.

• All purchase orders are based on valid, approved requests and are properly executed as to price, quantity and vendor.

• All materials and services received agree with the original orders.

• All invoices processed for payment represent goods and services received and are accurate as to terms, quantities, prices and extensions; account distributions are accurate and agree with established account classifications.

• All checks are prepared based on adequate and approved documentation, signed and mailed.

• All disbursement, accounts payable, encumbrance, or obligation transactions are recorded promptly and accurately in regards to payee and amount.

• All entries to accounts payable, reserve for encumbrances, asset and expense accounts and cash disbursements are properly accumulated, classified and summarized in the accounts.

• Funds are disbursed in accordance with applicable laws, regulations and grantor agreements.

General Procedures

• The following duties shall be performed by different employees:

Separate	**From**
Requisitioning	Invoice processing, accounts payable and general ledger
Purchasing and receiving	Purchasing
Requisitioning and receiving	General Ledger
Invoice processing and accounts payable	Disbursement approval
Disbursement preparation	

• Purchase of goods and services initiated only after approval by designated administrator.

• Reimbursements to employees for goods purchased follow normal approved procedures.

• Finance Division shall verify availability of funds to pay proposed expenditures prior to authorization of purchase.

• Requisitions and purchase orders shall include adequate technical specifications and purchase prices.

• Purchase orders are sequentially numbered for all purchases and shall be used for all purchases.

• Changes to contracts or purchase order shall be subject to the same controls and approvals as the original documents.

• Encumbrance procedures are in place to restrict portions of the budget for which commitments or contractual obligations have been made.

• Purchasing needs are consolidated to avoid frequent minor purchases.

Receiving

• Proof of receipt for all purchased goods shall be required.

• Receiving report e.g. delivery receipt and packing slip shall include the following information:
  - Purchase order number
  - Vendor
  - Date received, quantity received and whether receipt is partial or complete
  - Item number and description of goods as shown on the purchase order
  - Receiving employee's signature
  - Indication that the goods meet quality standards

Payables

• Invoice processing procedures shall include:
  - Approved purchase orders
  - Signed receiving reports
  - Original invoice, comparing invoice quantities, price and terms with those documented on the purchase order
  - Comparing invoice quantities with the quantity shown on the receiving report Verifying mathematical calculations
  - Paying only on the basis of original invoices
  - Comparing amount due with outstanding credit memos
  - Analysis of the reserve for encumbrances and adjustment made as necessary

• Warehouse Clerk~~Material Resource Clerk~~ and the Material ~~Resource~~ Lead shall record and follow up on partial deliveries.

• ~~Material Resource~~Warehouse Clerk and/or Material Lead shall promptly notify the Accounts Payable Department regarding returned purchases.

• Accounts Payable Department shall correlate returned purchases with credit memos.

• Original invoices and supporting documents shall be stamped or otherwise canceled to prevent duplicate payments.

• ~~Audeo Nonprofit Corp.~~ASSC shall issue IRS 1099 forms in compliance with the Internal Revenue Service filing requirements.

• ~~Audeo Nonprofit Corp.~~ASSC shall comply with State law on sales and use tax.

Altus Schools Southern California ~~AUDEO CHARTER SCHOOL NONPROFIT CORPORATION~~ BANK CARD POLICY AND PROCEDURES

AREA OF RESPONSIBILITY

~~Union Bank of California~~ US Bank
~~Union Bank of California~~US Bank is the bankcard company who will issue bankcard.

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Cardholder
There are only two cardholders in ~~Audeo Nonprofit Corp.~~Altus Schools Southern California. They are the ~~President and CEO~~Superintendent School Services and Founder and the Chief Business~~Financial~~ Officer. The cardholder is responsible for ensuring the bankcard is used appropriately and all purchases of commodities are within the purchasing procedures and policies.

Approver
The Approver is primarily responsible for reviewing Cardholder purchases to ensure the purchases were appropriate and items or services are not on the prohibited list. Complete and proper documentation

must be included with all purchases. Approver's signature attests to the validity and completeness of the submitted package.

Finance Division/Accounts Payable Department
Accounts Payable Department is responsible for reviewing all monthly cardholder statements for appropriateness of purchases and preparing all payments to First Bankcard and reviews all monthly cardholder statements for necessary documentation. Accounts Payable Department will assist cardholders with any problems regarding payments made to First Bankcard and charges to the proper budgetary accounts.

OFFICIAL PROCUREMENT CARD BUSINESS USES
• Airfare
• Emergency Supplies
• Fuel (rental vehicle)
• Hotels
• Meals (no alcoholic beverages)
• Outside Print Requests while on travel
• Parking (airport, hotel)
• Registration (including materials)
• Rental Cars and/or Rental Car Insurance Audeo Charter School Nonprofit Corporation Bank Card Policy and Procedures 21
• Taxi
• Towing (emergency only)

PURCHASES FROM VENDORS OR RETAIL STORES WHO DO NOT ACCEPT PURCHASE ORDERS
• Books/Textbooks/Testing Materials and Supplies
• Catering
• Contracts
• Federal Express
• Furniture
• Instructional items (Classroom/Conference/Reference/Training/Workshops)
• Lakeshore Learning Materials
• Field Trips (Amusement Park Tickets for instructional purposes)
• Office Supplies
• Subscriptions
• United Parcel Service
• Dues and Memberships
• U.S. Postal Service products/services
• Consumable Supplies
• Classroom Supplies
• Communications and telephone products

PROHIBITED USES
• Air Phone
• Alcoholic Beverages
• Cash Advances

• Equipment
• Gambling, Betting
• Insecticides
• Legal Fees (Court costs, Fines, Bail Bond)
• Lottery Tickets
• Maintenance Agreements
• Personal items
• Political or Religious Organizations
• Rental or lease of land or buildings
• Securities, insurance
• Splitting or purchases to circumvent the quote procedure
• Tax Payments
• Tobacco Products

PROCEDURES FOR CARDHOLDERS

• **Responsibility** – The cardholder is responsible for ensuring the bankcard is used appropriately and that all purchases are in compliance with ASSC's ~~Audeo Nonprofit Corp.'s~~ purchasing procedures and policies.

• **Security of Bankcard** – The cardholder is responsible for the security of the bankcard and will immediately report the loss to First Bankcard and the Approver.

• **Determine the Need** – The cardholder screens request to determine if the purchase is an appropriate use of the bankcard.

• **Receipt/Invoice** – The vendor shall be required to itemize the receipt/invoices. An itemized receipt/ invoice shall consist of the following:

Itemized Receipt/Invoice for Goods
Vendor Name
Description of items purchased
Quantity of purchased
Unit price per item
Extended Price
Sales Tax
Shipping Charges
Purchase Total

It is the responsibility of the cardholder to forward the **original vendor receipt/invoice** or credit slip to the Finance Division within the week that the transaction occurred.

In the case of a lost receipt, it is the responsibility of the cardholder to contact the vendor and request a duplicate copy. If after contacting the vendor, a duplicate copy is still not obtained, the cardholder must attach an Affidavit for Loss Receipt to the statement in the order as the transaction appeared on the statement. The lost receipt affidavit should include the date of purchase, vendor name, the amount of

purchase, for whom the purchase was for, what was purchased, why the items were purchased, and the reason original receipt was not available.

Monthly Bankcard Statement
At the close of each billing cycle, the Finance Division will receive the bank statement from ~~First~~US Bank Bankcard. The Accounts Payable Department reviews the statement for accuracy and reconciles the bank statement with the itemized vendor receipts/invoices.

If an item is billed incorrectly, the cardholder is responsible for contacting the vendor and request to be credited for the incorrect amount.

If there is a credit slip and this reversal transaction does not appear on the monthly bankcard statement, the Accounts Payable Department will process the incorrect charge for payment and the Accounts Payable Department will verify that the credit is in the next month bankcard statement.

If the cardholder does not receive a credit, or the vendor refuses to provide the cardholder with a credit, the cardholder is responsible for contacting First Bankcard on questionable or disputed transactions on the bank statement within 30 days after receipt of the Monthly Bankcard Statement.

PROCEDURES FOR APPROVER
Approver for the bankcard of the Chief Business~~Financial~~ Officer is the ~~President and CEO~~Superintendent School Services and Founder. Approver for the ~~President and CEO~~Superintendent School Services and Founder is the CBO~~CFO~~.

Approver signs the itemized sheet that the Accounts Payable Department prepared in order to process payments.

PROCEDURES FOR ACCOUNTS PAYABLE
Reconcile Bank Statements

Upon receipt of the cardholder's bank statements and documentation, Accounts Payable Department will be responsible for the following:

- Review charges to ensure that purchases are appropriate, not on the prohibited list, required documentation (bank statement, invoices/receipts, and credit slips) are included sequentially and itemization is completed.

Processing of Payment
After the bank statement has been verified for accuracy, Accounts Payable Department will process payment promptly.

RESERVE POLICY~~eserve Policy~~

PURPOSE OF THE RESERVE FUND

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The purpose of the Reserve Fund shall be to responsibly fund and finance the General/Operation Reserve Fund; Reserve for Economic Uncertainties; and Contingency/Strategic Fund. Reserve Funds are maintained to ensure the long-term financial sustainability of the organization.

DEFINITION OF TERMS

The term "Reserves" is used to describe that part of the fund balance that is freely available for its operating purposes not subject to commitments, planned expenditure and spending limits. Reserves do not include restricted funds and designated funds.

A Contingency Fund is a reserve fund set aside to handle unexpected debts that are outside the range of the usual operating budget.

Fund Balance or Carry-Over Fund is the difference between assets and liabilities. This is the fund equity of governmental and trust funds.

POLICY STATEMENT

The primary object of this policy is to establish and maintain three levels of reserve funds which includes the General/Operation Reserve Fund, Reserve for Economic Uncertainties and Contingency/Strategic Fund. These funds must remain unencumbered and uncommitted at a level relative to the annual operating budget and the historical costs of operating and maintaining the organization. It will permit Student Success Programs to continue to operate during difficult financial times and maintain current level of operations while the School addresses unexpected but essential needs (e.g. the State Deferrals of Apportionment), rising employer costs in the CalSTRS and CalPERS retirement systems and rising costs in health care. A Reserve Fund shall be maintained to meet contractual liabilities should the School have to close. This includes salary payable, amounts due to creditors and commitments under leases.

GENERAL FUND/OPERATION RESERVE POLICY

The General Fund is used to account for all general and unrestricted revenues and for expenditures related to providing general services for the School. For the purpose of this policy and as it applies to the General/Unrestricted Fund only, the School will establish on an annual basis the budget for Operation Reserve at a level of 3% or more of total General/Unrestricted Revenues during the development

RESERVE FOR ECONOMIC UNCERTAINTY POLICY

This portion of the end of the year fund balance shall be designated to provide for emergencies or economic events, such as revenue shortfalls that could not be anticipated. This reserve shall allow for any anticipated and unanticipated State deferrals of apportionments. The reserve for economic uncertainty shall be maintained to an amount equivalent to 3 to 7 months of the total current year's budgeted expenditures.

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CONTINGENCY/STRATEGIC RESERVE POLICY

The School shall designate a Contingency/Strategic Reserve Fund which represents a portion of the current year's end of the year fund balance or carry over funds in order to provide a strategic reserve for the School's commitments for leases, a reserve fund for major repairs and improvements, capital replacements, facility acquisitions and self-insured health and welfare program. This fund shall be maintained at 15% to 25% of the current year's fund balance (carry over). This fund will support and sustain the strategic goals of the Schools.

At the first scheduled Board meeting of the year the Chief Business Officer (CBO) or the Finance Administrator will present to the Board a full status report of all reserve levels. They will be responsible for coordinating to the Board the review of this policy every two years. This policy supersedes any existing policy adopted by the Board in reference to Fund Reserves.

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~~AUDEO CHARTER SCHOOL~~Altus Schools Southern California
DBA
AUDEO CHARTER SCHOOL II, AUDEO CHARTER SCHOOL III, Mirus Secondary School, ~~GROSSMONT SECONDARY SCHOOL~~Altus Schools East County, AND ~~SWEETWATER SECONDARY SCHOOL~~ Altus Schools South Bay
FEDERAL TIME & EFFORT POLICY

Federal Time & Effort Policy

Overview

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For time and effort costs to be charged to a federal award, activities must first be reviewed for allowability. Once an activity has been deemed allowable, newly assigned employee(s) to the position carrying out the activity and the supervisor who is in charge of reviewing their work will be trained on the Charter School's time and effort policy. Additionally, employees who must submit time & effort documentation in accordance with this policy along with their supervisor, administrative, support and fiscal staff who are involved with managing federal awards will receive annual training on accurate time and effort procedures.

Allowability of Federal Resource Costs

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Before an activity or cost can first be classified or charged to a Federal resource, it shall be reviewed by the Chief Business Officer ("CBO"), or designee. This review shall consist of:

i. Alignment with the Charter School's current budget, or for inclusion of a subsequent budget;

ii. Allowability of the activity or expenditure in accordance with the general standards outlined in the Education Department General and Administrative Regulations ("EDGAR") 2 CFR 200

iii. The activity/expenditure is reasonable, necessary, and allocable cost to the program

iv. Whether the cost or activity addresses the goals and objectives of the program

v. If charging salaries and wages, proper documentation is provided and maintained. Documentation would include:
- a. Position Control Report;
- b. An appropriate job description that describes the activities to be performed;
- c. A duty statement that, at a minimum, includes:
  - i. the tasks, functions, and responsibilities of a position;
  - ii. lists all Federal, State or Local funds used;
  - iii. provides established allocations of each fund;
- d. Time and Effort records as described in a subsequent part of this section

vi. Alignment to the School's Local Control and Accountability Plan ("LCAP"), Federal Addendum, or School Plan for Student Achievement ("SPSA"), as appropriate;
- a. A program specialist will support the CBO's review when determining alignment of the activities to the LCAP, Federal Addendum, or SPSA, as appropriate, to the Charter School's academic goals.

Should activities change and percentages between cost objectives need to be adjusted, for example, the supervisor of the employee whose activities are changing will inform the CBO, or designee, to conduct a new allowability review.

Time and Effort Procedures
To meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification, a personnel activity report ("PAR") or an alternative substitute in compliance with §200.430(i). The type of form depends on the number of cost objectives that an employee works on.

A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc. (2 C.F.R. Part 200.28). See the subsequent School-wide Program in relation to cost objectives.

An Employee working on a single cost objective must have a semi-annual time certification signed by their supervisor, or designee. The semi-annual certification must be:

1. Completed at least every six (6) months (twice a year), which the Charter School has defined as July – December and January – June.
2. Reflect an after-the-fact distribution of the actual activity; and
3. Account for the total activity for which each employee is compensated.

Supervisors, or their designee, who oversee single-cost objective employee activities are responsible for submitting a signed semi-annual certification form within sixty (60) days of each designated six month period.

An employee working on multiple cost objectives must have a Personnel Activity Report (PAR). A PAR provides a written record of an employee's work activities used to document that employee's time to grants or projects and meets the following standards:

1. Reflect an after-the-fact distribution of the actual activity, not a budget estimate;

2. Account for the total work activity for which each employee is compensated;

3. Be prepared at least monthly (a separate PAR for each month) and coincide with one (1)or more pay periods; and

4. Be signed by the employee and the employee's supervisor, or designee.

The PAR will be completed by the employee performing the activity and submitted to their supervisor by the 15th calendar day of the month subsequent to the activities being reported. The supervisor will review the PAR for accuracy and work with the employee should corrections be warranted. The supervisor will have until the last calendar day of the month subsequent to the activities being reported to submit the PAR to the financial accountant of the school.

Alternative time and effort documentation by a substitute system for time accounting are also acceptable so long as the employee is specifically identifying the effort applied to each cost objective and their supervisor has reviewed and approved the document. An example would be an hourly timesheet processed through the Charter School's Enterprise Resource Planning ("ERP")/payroll system that was entered by the employee and approved by the supervisor.

These time and effort records will be submitted to the Financial Accountant assigned to the school. The Financial Accountant is charged with reviewing the records for accuracy and maintaining them in order to charge the costs of personnel compensation to federal grants.

The Finance Administrator, or designee, will be responsible for overall compliance with this process.

Signatures on time and effort documentation can be either original or electronic.

Training
An employee engaged in an activity charged to a federal resource, their supervisor, or other staff that manage federal awards (administrative, fiscal, support) will receive training at least once per school year on proper time and effort procedures. The Finance Administrator, or designee, shall be responsible for developing and revising the training program as necessary and will deploy the training through a preferred medium.

Time and Effort Standards

Each employee paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities (2 C.F.R. §200.430(i)(1)). In addition, employees who are paid from state and local funds, but whose salaries are used for cost sharing or matching on Federal awards, must also keep time and effort documentation (§ 200.430(i)(4)).

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In accordance with § 200.430(i)(1), these records must:
i. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;

ii. Be incorporated into official records of the Charter School;

iii. Reasonably reflect total activity for which the employee is compensated by the Charter School, not exceeding 100% of compensated activities;

iv. Encompass federally-assisted and all other activities compensated by the Charter School on an integrated basis, but may include the use of subsidiary records as defined in the Charter School's written policy;

v. Comply with the established accounting policies and practices of the Charter School; and

vi. Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Fringe Benefits
Compensation for personal services may also include fringe benefits given the costs are allowable to the extent that they satisfy the specific requirements addressed in §200.431. Fringe benefits are allowances and services provided by employers to their employees as compensation in addition to regular salaries and wages.

Fringe benefits include, but are not limited to, the costs of leave (vacation, family-related, sick or military), employee insurance, pensions, and unemployment benefit plans. The costs of fringe benefits are allowable provided that the benefits are reasonable and are required by law, Charter School-employee agreement, or an established policy of the Charter School.

School-wide Program
In accordance with Sec. 1114 of Title I, part A, a local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

A school-site employee working solely on a School-wide Program (“SWP”) approved by the California Department of Education (“CDE”) will be viewed as a single cost objective because, for an approved SWP plan, the Charter School may use ESSA Title I funds in combination with some or all of its other

federal funds and state and local general-purpose funds to upgrade the entire education program in a school.

CDE does not permit Title III, Part A to be consolidated in a school-wide program. Accordingly, school level staff paid in whole or in part with Title III would not be part of a school-wide program and therefore cannot be considered as working on a single cost objective.

Reconciliation and closeout procedures
Payroll charges must match the actual distribution of time recorded on the aforementioned time reporting methods.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for activities described in this section. Budget estimates are allowed for interim accounting purposes given the Charter School's system for establishing estimates are reasonable approximations of the activities performed by the Employee. Should budget estimates be used, all necessary adjustments will be made such that the salaries, wages, benefits or other such compensation charged to the federal award(s) are allocated based on the actual work performed as documented by the Charter School's Time and Effort procedures.

Annual adjustments are made at year end closing if there is a difference between the budgeted amounts and actual costs.

SAMPLE Semi-annual certification

Semi-annual Time Certification

School Name _____
Period Covered July 1, 2021 to December 31, 2021 Fiscal Year: 2021-2022
Employee Name _____
Title _____

Cost Objective/ Program Title	Resource Description(s)	Percent of Effort
Support Type 1	Title I	50%
	LCFF	50%
	Total	100%

Essential Function

<Title> supports the school-wide program of CSSD utilizing a single cost objective with two funding sources.

Primary Duties

Collaborate with the Administrator of Instructional Services on the planning, creation, implementation, training, and evaluation of the Instructional Plan.

Collaborate with School Leadership Team on the implementation of Math Professional Development.

Oversee and manage the math instructional outcomes of students and instructional staff performance to design the focus of the professional development offered to teachers.

I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent activities.

_____ _____
Employee or Supervisory Official Date

SAMPLE PERSONNEL ACTIVITY REPORT (PAR)

Charter School
Time and Effort Certification for Multi-funded Personnel
Month: May 2021

School:		Name:														Title:													School Yr. 2020/2021
Program	A. Program Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Hours Worked
Title I	Professional Development			6.00	6.00	6.00	6.00	6.00			6.00	6.00	6.00	6.00	6.00			6.00	6.00	6.00	6.00	6.00			6.00	6.00	6.00	6.00	6.00				120.00
Title II	Professional Development			1.20	1.20	1.20	1.20	1.20			1.20	1.20	1.20	1.20	1.20			1.20	1.20	1.20	1.20	1.20			1.20	1.20	1.20	1.20	1.20				24.00
Title III	Professional Development			0.24	0.24	0.24	0.24	0.24			0.24	0.24	0.24	0.24	0.24			0.24	0.24	0.24	0.24	0.24			0.24	0.24	0.24	0.24	0.24				4.80
LCFF	General tasks			0.56	0.56	0.56	0.56	0.56			0.56	0.56	0.56	0.56	0.56			0.56	0.56	0.56	0.56	0.56			0.56	0.56	0.56	0.56	0.56				11.20
																																	0.00
																																	0.00
																																	0.00
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	Total Hours Worked	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	8.00	8.00	8.00	8.00	8.00	0.00	0.00	0.00	160.00

I hereby certify that the above information is a true and correct representation of the actual time spent by me in support and compliance of the above Federal and State Categorical programs. Month Total

This form has been completed to meet standards set forth in Title 2, Code of Federal Regulations, Part 225.

	5/28/2021		05/28/21
EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE

Directions:
To be completed and signed by employ
Enter funding source in program colum
Enter one activity per row under the Act

B.

Employee Cost Centers		
Program	Percent	Hours
Title I	75%	6
Title II	15%	1.2
Title III	3%	0.24
LCFF	7%	0.56

C.

Program Name	Hours Funded	Hours Worked	Difference (A - B)
Title I	120.00	120.00	0.00
Title II	24.00	24.00	0.00
Title III	4.80	4.80	0.00
LCFF	11.20	11.20	0.00
Total	160.00	160.00	0.00

5000 PERSONNEL

5100 Staff
- 5110 Public School Employer
- 5120 Equal Employment Opportunity Policy
- 5130 Teacher Job Responsibility
- 5140 Solicitation and Distribution Policy
- 5150 Drug & Alcohol-Free Workplace Policy
- 5160 Administration of Medication Policy
- 5170 Confidentiality Policy
- 5180 Salary Apportionment Policy
- 5190 Telework Policy

5200 Equipment Use by Staff
- 5210 Technology/Internet Use
  - Ref: AP5210 Employee Network Computing Use Agreement
- 5220 Equipment Assigned to School Site Employees
  - Ref: AP5220 Equipment Use Agreement

5000 PERSONNEL

5100 Staff

5110 Public School Employer

5120
EQUAL EMPLOYMENT OPPORTUNITY
AMENDED: JUNE 22, 2023, FEBRUARY 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo~~ is an equal opportunity employer. It is the policy of ASSC ~~Audeo~~ to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or bout an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS); Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), or the Fair Employment and Housing Act ("FEHA") or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, ASSC ~~Audeo~~ will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. ASSC ~~Audeo~~ then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. ASSC ~~Audeo~~ will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, ~~Audeo~~ ASSC will make the accommodation.

5130 Teacher Job Responsibility
Amended: February 28, 2024

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TEACHER FOR GRADES 6-12

Altus Schools is an educational model in which students in grades K-12 engage in blended learning instruction while working towards individualized course completion via a Pathways Personalized Education Plan (PPEP). The Altus Schools Educator is competent, energetic, and student-centered with exceptional classroom management and organizational skills. This position requires a dedicated individual who is able to motivate students, sets high expectations, employs a data-driven approach, embraces accountability, and is a team player. working towards individualized course completion via a Pathways Personalized Education Plan (PPEP). The Altus Schools Educator is competent, energetic, and student-centered with exceptional classroom management and organizational skills. This position requires a dedicated individual who is able to motivate students, sets high expectations, employs a data-driven approach, embraces accountability, and is a team player.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is instead intended to accurately reflect the primary job elements.

- Supports every student's growth in all academic areas, including Reading, Writing, and Mathematics
- In collaboration with the team, creates, implements, monitors, and adjusts students' Pathways Personalized Education Plans (PPEPs) to support achievement of individual educational goals
- Utilizes a variety of formative and summative assessments to evaluate students' standards mastery and progress
- Embodies an inclusive, student-centered approach that focuses on equitable access for all students
- Facilitates collaborative discussions with students and parents to address and adjust program goals
- Supervises, mentors, and evaluates Certificated Teacher Resources (CTRs)
- Proctors local and state summative assessments in a focused, compliant testing environment
- Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student
- Engages in professional learning opportunities with genuine interest to improve practices and outcomes
- Accesses multiple online and print-based curricular tools to support all students, including the needs of specific student groups
- Implements all elements of the English Learner plan to support language proficiency and growth
- Collaborates with Education Specialist on goals, progress, and needs of Special Education students
- Maintains compliance with all independent study requirements while simultaneously meeting deadlines
- Accounts for school resources and ensures materials are properly cared for and returned in a timely manner
- Gains proficiency in various online academic support systems to track student progress and access real-time data
- Implements the MTSS process in order to engage all learners in the academic program
- Customizes academic plans based on information gained through student assessments and surveys

- Participates on a department with a specific focus on curriculum, college and career readiness, equity and inclusion, or data and technology systems integration
- Creates and maintains community partnerships and serves as a key participant in the organization's marketing plan
- Responsible for developing, implementing, and participating in regular and ongoing marketing and community outreach activities and events to ensure students and parents are aware of the school as a free public option
- Responsible for developing, implementing, and participating in regular and ongoing student retention activities and strategies to ensure no student drops out and that continued academic engagement is present
- Other duties, responsibilities and activities may be assigned or changed at any time with or without notice
- Consistent and regular attendance required.

K-5 TEACHER

Altus Schools are an educational option for students in grades K-5 and 6-12. Its instructional design is based on a "Homeschool Model." K-5 Teacher lead optional enrichment sessions for students on site with more than 25 students at the RC at one time. Depending upon space, circumstances, and compliance, group sizes are limited to 10-15 students.

Altus Schools is seeking competent, energetic, student-centered educators with good management and organizational skills, who understand elementary-aged children, are able to motivate students, provide academic coaching to parents/guardians, set high expectations, welcome accountability, and are good team players.

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- ☐ Supports every student's growth in all academic areas, including Reading, Writing, and Mathematics
- In collaboration with the team, creates, implements, monitors, and adjusts students' Pathways Personalized Education Plans (PPEPs) to support achievement of individual educational goals
- Utilizes a variety of formative and summative assessments to evaluate students' standards mastery and progress
- Embodies an inclusive, student-centered approach that focuses on equitable access for all students
- Facilitates collaborative discussions with students and parents to address and adjust program goals
- Provides academic coaching and instructional support to homeschool parents/guardians on a regular basis
- Supervises, mentors, and evaluates Certificated Teacher Resources (CTRs)
- Proctors local and state summative assessments in a focused, compliant testing environment
- Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student
- Engages in professional learning opportunities with genuine interest to improve practices and outcomes
- Accesses multiple online and print-based curricular tools to support all students, including the needs of specific student groups

- Implements all elements of the English Learner plan to support language proficiency and growth

- Collaborates with Education Specialist on goals, progress, and needs of Special Education students
- Maintains compliance with all independent study requirements while simultaneously meeting deadlines
- Accounts for school resources and ensures materials are properly cared for and returned in a timely manner
- Gains proficiency in various online academic support systems to track student progress and access real-time data
- Implements the MTSS process in order to engage all learners in the academic program
- Customizes academic plans based on information gained through student assessments, surveys, and parent observations.
- Creates and maintains community partnerships and serves as a key participant in the organization's marketing plan
- Responsible for developing, implementing, and participating in regular and ongoing marketing and community outreach activities and events to ensure students and parents are aware of the school as a free public option
- Responsible for developing, implementing, and participating in regular and ongoing student retention activities and strategies to ensure that continued academic engagement is present by students and parents.
- Orient, lead, and supervise school volunteers while onsite.
- Other duties, responsibilities and activities may be assigned or changed at any time with or without notice.
- Consistent and regular attendance required.

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~~1. Improve each student's ability to read, write, compute, speak, and problem solve. To monitor and document this progress through a variety of assessment techniques.~~

~~2. Implement the educational program requirements detailed in Audeo Charter School Proposal approved by the San Diego Unified School District Board of Education on June 12, 2001.~~

~~3. Upon completion of the personal education plan assessment, the Audeo teacher will undertake those activities, which result in the student achieving his or her academic and career goals.~~

~~4. Create and maintain a community outreach effort to engage: students, parent/guardians, residents, feeder school communities, counselors, health and social service providers, neighborhood businesses, partnerships and alliances, and community based organizations. This active engagement will be achieved by documented home, school, community visitations, telephone calls, personal conferences, letters, and notes.~~

~~5. Select, orient, and supervise assistants and volunteers. Provide leadership and, if applicable according to the terms of the charter document, select, orient, and supervise other teachers.~~

~~6. Maintain compliance with classroom budgets, including expenses and student work product; protect and account for classroom assets.~~

~~7. Perform accurate, timely and State-compliant accounting of student activities. These include master agreements, written assignment contracts, continuums, portfolios, credit reports, contract logs, intervention sheets and other documents deemed necessary for compliance.~~

~~8. Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.~~

~~9. Perform other professional duties as assigned.~~

5140 Solicitation and Distribution Policy
Approved: December 7, 2011, February 28, 2024

PURPOSE: To create a work environment that promotes the well-being and safety of both employees and students, and enables A~~udeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, Altus Schools East County and Altus Schools South Bay ("Charter School") Altus – Audeo Charter School~~Altus Schools Southern California ("ASSC') ~~-~~faculty and staff to focus on academic improvement and high caliber teaching.

SCOPE: All employees.

POLICY: ~~Altus – Audeo Charter School~~ASSC~~Charter School~~ limits the solicitation of employees and distribution of non-work related materials in the educational environment for the purpose of promoting an environment that is centered on teaching and learning. Unrestricted solicitation and/or distribution on school premises are likely to interfere with these goals. Accordingly, solicitation and distribution is expressly restricted below by this Policy in order to maintain the necessary environment at all ~~Altus – Audeo Charter School~~ASSC~~Charter School~~ facilities.

1 Definitions
   a. The term "working time" is defined as the working time of both the employee doing the soliciting/distributing and the employee to whom the soliciting/distributing is directed. Working time does not include lunch periods (unless on-duty), work breaks or any other specified periods during the workday when employees are not expected to be actively performing their job, including any period in which employees are not on duty.

b. The term "working area" is defined as all student and/or parent areas, student transport areas, and all other locations on ~~Altus - Audeo Charter School's~~ASSC~~Charter School~~'s premises where employees perform work. Working areas exclude faculty lounges, break areas, and parking areas, except for those employees who perform work there.

c. The term "literature" includes, but is not limited to, materials, in either written or electronic form, used for advertisement, solicitation, fund-raising, political, sales or promotional purposes.

d. The term "student and/or parent areas" refers to places used frequently and regularly by students or parents, such as classrooms, corridors, offices, nurse stations, playgrounds, parent lounges, waiting or sitting areas, and elevators.

e. The term "solicitation" includes, but is not limited to, asking for support, selling, seeking assistance for an issue or cause, or seeking contributions.

1. Guidelines
   a. Employees of ~~Altus - Audeo Charter School:~~ASSC~~Charter School~~:

      i. Employees of ~~Altus - Audeo Charter School~~ASSC~~Charter School~~ may not solicit during working time or in student and/or parent areas for any purpose.

      ii. Employees of ASSC~~Charter School~~~~Altus - Audeo Charter School~~ may not distribute literature at any time, for any purpose, in student and/or parent areas, or other working areas.

      iii. Employees of ASSC~~Charter School~~~~Altus - Audeo Charter School~~ may not utilize ~~Altus - Audeo Charter School's~~ASSC~~Charter School~~'s computers, copiers, fax machines, e-mail system, voice message system or internal mail for solicitation or distribution of non-work related literature at any time, for any purpose. Usage of these systems and equipment may be monitored to ensure compliance. Employee should have no expectation of privacy in their use of ~~Altus - Audeo Charter School's~~ASSC~~Charter School~~'s communication systems and equipment.

      iv. In order to avoid disrupting the educational environment and to create and sustain a culture of respect and professionalism, employees of ~~Altus - Audeo Charter School~~ASSC~~Charter School~~ may not wear any buttons, badges, t-shirts, or insignia on their person while in student and/or parent areas, nor display any insignia, badge, or button on a desk or workstation in student and/or parent areas, that identifies, or states a slogan of, or encourages membership in any fraternal, civic, charitable, political, or labor-related club or organization. Only an employee's identification badge should be worn and all other pins, buttons and insignia are not allowed unless included as part of the official badge and it directly relates to the delivery of educational services and is a sponsored activity by the school. Such button, pin or insignia must be limited in size and any language directly related to the delivery of educational services.

Nothing in this policy permits objectionable or otherwise inappropriate clothing in violation of the ~~Altus - Audeo Charter School's~~ ASSC~~Charter School~~'s Dress Code policy.

v. ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ recognizes and respects that employees may have interests in events and organizations beyond the primary mission of the workplace. However, employees must abide by the terms of this Policy with respect to soliciting and distributing for those events or organizations.

vi. Solicitation of gifts, tips or gratuities from students, parents or vendors is prohibited.

(b) Non-Employees:

i. Persons not employed by ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ may not solicit or distribute literature on Charter School ~~Altus - Audeo Charter School~~ property at any time, for any purpose, other than approved business reasons related to ~~Altus - Audeo Charter School's~~ASSC~~Charter School~~'s educational programs. Any violation should be promptly reported to the administration or Security.

ii. All visitors must obtain permission to be present on ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ property, and must sign in with the front office and obtain a Visitor's badge. Non-employees who are not parents of enrolled students shall not be anywhere on ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ property unless they have a legitimate business reason to be present. Non-employee business invitees are only allowed in student and/or parent areas or working areas when furthering a legitimate business need of ASSC ~~Charter School~~ ~~Altus - Audeo Charter School~~ and only after receiving permission of ASSC ~~Charter School~~ ~~Altus - Audeo Charter School~~ administration or the school office.

iii. Non-employee representatives of any Union with whom ~~ACCS~~~~Charter School~~ASSC ~~Altus - Audeo Charter School~~ has entered into a collective bargaining agreement ("CBA") may access ASSC~~Charter School~~'s ~~Altus - Audeo Charter School's~~ property pursuant to the terms agreed to by the parties as outlined in the CBA and/or pursuant to past practice between the parties.

iv. Exception: Non-employees may be present on ASSC~~Charter School~~'s ~~Altus - Audeo Charter School's~~ property for the limited purpose of attending Board meetings that are open to the public and only for the time period during which the public Board meeting occurs. Non-employees may speak and distribute literature at public Board meetings as permitted by the Board.

(c) Bulletin Boards and Postings: Official bulletin boards are to be used for the posting of official material related to the operations and objectives of ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ only. All materials to be posted in any manner on an official bulletin board must have prior authorization from administration. The posting of materials on walls, corridors, halls, elevators, lobbies, doors, or areas other than ASSC~~Charter School~~ ~~Altus - Audeo Charter School~~ bulletin boards is prohibited. Administration may provide a bulletin board for personal postings of personal or student/parent thank you cards, events (marriages, births, deaths, etc.) or invitations. Such postings

should be consistent with the mission and conduct standards of ~~Altus - Audeo Charter School~~ASSC ~~Charter School~~.

(d) Email Usage: The computer and internet system utilized by employees is ASSC~~Charter School Altus - Audeo Charter School~~ property provided solely to conduct ASSC~~Charter School's Altus - Audeo Charter School's~~ business. Official email addresses may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or any other non-business matters. To ensure compliance with this policy, internet, computer and email usage may be monitored. Employees do not have an expectation of privacy in any internet use or electronic communication that utilizes ACCS~~Charter School Altus - Audeo Charter School~~ property.

(e) Off-Duty Visitation:

i. Off-duty employees may have occasion to enter ASSC~~Charter School~~Schoo ~~Altus - Audeo Charter School~~ facilities to retrieve personal property, to visit students or staff, to attend non-work related meetings and functions, to attend classes, or as otherwise authorized. At all times during any such off-duty visitation, off-duty employees are expected to follow the Solicitation and Distribution Policy as detailed herein. Off-duty employees are prohibited from soliciting on-duty employees at any time and off-duty employees in working areas. Off-duty employees are also prohibited from distributing literature to employees in working areas and student and/or parent areas at any time.

ii. Exception: Employees may be present on ASSC~~Charter School~~'s ~~Altus - Audeo Charter School's~~ property for the purpose of attending Board meetings that are open to the public. Employees may speak and distribute literature at public Board meetings as permitted by the Board.

5150
Drug & Alcohol-Free Workplace Policy
Approved: February 22, 2018, February 28, 2024

Scope

Altus Schools Southern California ("ASSC") ~~Audeo Charter School ("AUDEO"),~~ is a California nonprofit public benefit corporation operating public charter schools namely Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School, and Sweetwater Secondary School~~ Altus Schools East County and Altus Schools South Bay and hereafter collectively referred to as "Charter School". ASSC ~~AUDEO~~ and Charter School maintain a drug and alcohol-free workplace. The use of or being under the influence of illegal or recreational drugs or alcohol in the workplace or while engaging with students is strictly prohibited. Drugs and alcohol are known to cause behavior problems, impaired judgment, and substandard job performance. Use of alcohol or illegal or recreational drugs also risks impairing employees from safely and effectively performing their jobs. Such behavior exposes ~~–~~ ASSC ~~AUDEO~~, students, staff, and visitors to unacceptable safety risks that undermine ASSC's ~~AUDEO's~~ ability to operate a safe, drug and alcohol-free environment.

Based upon the above principles, ASSC ~~AUDEO~~ expressly prohibits any employee from:

- Using, possessing, soliciting, distributing, or selling alcohol or illegal and/or recreational drugs, including marijuana, in the workplace or while working with students of ASSC ~~AUDEO~~ outside the workplace;

- Being impaired or under the influence of alcohol or illegal and/or recreational drugs, including marijuana, in the workplace or while working with students of ASSC ~~AUDEO~~ outside the workplace.

Required Testing

Job applicants and employees will be required to submit to alcohol and/or drug testing under the following circumstances:

1. ***Pre-employment***
   All applicants must pass a drug test before beginning work. Every offer of employment is contingent upon the applicant successfully passing a drug test. Refusal to submit to a drug test will result in disqualification from further consideration for employment.

2. ***Reasonable suspicion***
   Employees are subject to drug and alcohol testing based on reasonable suspicion by ASSC ~~AUDEO~~ that they are under the influence of drugs and alcohol. The Superintendent School Services and Founder ~~Chief Executive Officer~~ must be consulted before sending an employee for testing. Reasonable suspicion may be based upon direct observation, physical evidence of illegal or recreational drug or alcohol use, patterns of erratic or abnormal behavior, disorientation or confusion, or other pertinent evidence.

3. ***Post-accident***

Employees are subject to drug and alcohol testing when they are involved in a job-related accident causing injury to the employee or to a student of ASSC ~~AUDEO~~, damage to ASSC ~~AUDEO~~ property, or any injury or damage on ASSC ~~AUDEO~~ premises. In any of these instances, the investigation and subsequent testing must take place within two (2) hours following the accident, if not sooner. *Under no circumstances will the employee be allowed to drive himself or herself to the testing facility.*

The above testing will be supported by detailed administrative protocols/regulations and related training to ensure lawful implementation.

Enforcement

ASSC ~~AUDEO~~ will notify employees of this Policy by posting it in the workplace and/or distributing it to employees. ASSC ~~AUDEO~~ will also designate an independent agency to administer any drug or alcohol testing.

Employees may not be subject to random alcohol or drug testing, or alcohol/drug testing by ASSC ~~AUDEO~~ under circumstances inconsistent with this Policy. ASSC ~~AUDEO~~ recognizes employees' right to engage in lawful off-duty conduct. This Policy in no way seeks to interfere with that right, but only to ensure that ASSC ~~AUDEO~~ operates safely and effectively.

Discipline

A violation of this Policy is a serious offense. Employees who have tested positive, or otherwise violated this Policy, are subject to discipline, up to and including termination.

***5160* ADMINISTRATION OF MEDICATION**
Approved: February 22, 2018
Amended: February 16, 2022, June 22, 2023, December 7, 2023 **February 28, 2024**

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The Board of Directors of Altus Schools Southern California, Inc. hereby adopts this amended Administration of Medication Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter ~~School~~, Altus Schools East County, Mirus Secondary ~~School~~ and Altus ~~Sweetwater Secondary~~ Schools South Bay, all hereafter collectively referred to as "Charter School." Charter School staff is responsible for overseeing the administration of medication to students attending Charter School during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

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Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.
- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.
- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.
- "*Other designated Charter School personnel*" means an individual employed by the Charter School who has (1) has consented to assist/administer medication to students and (2) may legally assist/administer the medication to students.
- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.
- "*Opioid antagonist*" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated Charter School personnel.

In order for a student to be assisted by the school nurse or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Charter School assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

Students will be permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an EpiPen or inhaled asthma medication, and

2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing Charter School and Charter School personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes. Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Executive Director in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The school nurse or trained personnel who have volunteered may use an EpiPen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of EpiPen on site (i.e., regular or junior) to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an EpiPen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.
2. Standards and procedures for the storage, restocking, and emergency use of EpiPens.
3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.
6. Written materials covering the information required pursuant to the training.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an EpiPen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive.

B. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A

Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Executive Director if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

C. Response to an Opioid Overdose

Charter School provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed. Training shall include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

- Written materials covering the information required pursuant to the training.

The Deputy Superintendent School Services shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

D. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School's volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed a notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

- The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
- The circumstances under which the medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.

Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all

training will align with any minimum standards established by the California Department of Education ("CDE"), and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

Upon receipt of a parent/guardian's request to administer anti-seizure medication, Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.

Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School's Executive Director or designee shall be notified.

Storage and Record Keeping

- All medication will be kept in a secure and appropriate storage location and administered per an authorized health care provider's instructions by appropriately designated staff.

- Designated staff shall keep records of medication administered at Charter School. The medication log may include the following:

a. Student's name.
b. Name of medication the student is required to take.
c. Dose of medication.
d. Method by which the student is required to take the medication.
e. Time the medication is to be taken during the regular school day.
f. Date(s) on which the student is required to take the medication.
g. Authorized health care provider's name and contact information.
h. A space for daily recording of medication administration to the student or otherwise assisting the student in administration of the medication, such as date, time, amount, and signature of the

individual administering the medication or otherwise assisting in administration of the medication.

- Designated staff shall return all surplus, discontinued, or outdated medication to the parent/guardian upon completion of the regimen or prior to extended holidays. If the medication cannot be returned, it will be disposed of at the end of the school year.

5170 Confidentiality Policy
Approved: June 24, 2022, February 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo Charter Schools' ("Audeo")~~ nonprofit public benefit corporation Board of Directors ("Board") requires employees to adhere to a strict standard of confidentiality with respect to student information and records, personnel records, and other confidential information.

Confidential information includes, but is not limited to student records, such as students' names; parents'/guardians' names; home addresses; personal telephone numbers and/or email addresses; photographs; dates of birth; grade level; enrollment status; dates of attendance; social security numbers; medical information; disciplinary records; and grades. Confidential information also includes all information in a personnel file, including, home addresses, personal telephone numbers and email addresses, prior employment information, medical information, disciplinary records, evaluations etc.

Employees shall only access confidential information when it is necessary and when doing so is within the course and scope of the employee's job duties.

Employees shall not disclose any confidential information without the advance written consent and in accordance with confidentiality laws, including, but not limited to the Family Educational Rights and Privacy Act.

Any failure by employees to maintain confidentiality in accordance with this policy and student and employee privacy laws may result in disciplinary action, up to and including release from employment, and reporting to the Commission on Teacher Credentialing.

Employees must contact a supervisor immediately if they have questions regarding the parameters for confidentiality.

5180 Salary Apportionment Policy
Approved: June 24, 2022
Amended: February 28, 2024

Altus Schools Southern California ("ASSC") ~~Audeo Charter Schools ("Audeo"),~~ a nonprofit public benefit corporation desires to hire employees who will assist ASSC ~~Audeo~~ in effectuating its mission and vision.

At the time of hire, all employees are classified as either "exempt" or "nonexempt." Exempt employees generally include directors, managers, professional staff (teachers), and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by applicable laws. Nonexempt employees are required to record all hours worked. For exempt employees, precise time tracking is not necessary so long as the employee performs the function of his/her/their job.

For each ASSC ~~Audeo~~ employee, at-will employment agreements are entered into between ~~Audeo~~ ASSC and the individual employee. All employees must perform ASSC ~~Audeo~~ duties as ASSC ~~Audeo~~ reasonably assigns. In addition, as assigned, employees must also perform such duties as necessary for the support of Altus Schools, as consistent with ASSC's ~~Audeo's~~ charitable purpose. ~~Audeo~~ ASSC will decide how to best allocate an individual employee's time depending on the individual position and the needs of the various schools that ~~Audeo~~ ASSC operates.[9] In making this determination, ~~Audeo~~ ASSC may consider, among other things, one or more of the following:

- the prior or current year CBED's enrollment at the schools;
- the unduplicated pupil count;
- the prior or current year CBED's special education pupil count;
- the number of charter school; and/or
- number of employees.

The Superintendent School Services and Founder ~~President and Chief Executive Officer~~ will be responsible for making this determination but may delegate to the employee's direct supervisor to decide how to best and most appropriately allocate an employee's time.

[1] Part-time employees of ASSC ~~Audeo~~ may also hold a separate, part-time contract with the ~~Student Success Programs~~Altus Schools San Diego corporation.

[9] Part-time employees of Audeo may also hold a separate, part-time contract with the Student Success Programs corporation.

5200 Equipment Use by Staff

5210 Technology/Internet Use

Employee Name (print):_____

Location:_____

Technology and access to the Internet are part of the learning opportunities available at Audeo Charter School. We strongly believe in the educational value of such services and recognize their potential to support our curriculum and student learning. Time using technology, the computer and/or the Internet must be used productively to support academic progress. The school will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with the Internet. All users must be continuously on guard to avoid inappropriate and illegal interaction with the Internet.

Listed below are the provisions of the contract. If any user violates these provisions, access to the Internet and the school's computers may be denied and the user may be subject to disciplinary or legal action.

Terms and Conditions

Personal Responsibility. As a representative of this school, I will accept personal responsibility for using technology in acceptable ways and I will report any misuse to the teacher.

Acceptable Use:

- Technology, the computer and/or Internet must be used to meet the educational goals and objectives of Audeo Charter School.
- Obtain bibliographic source information from any site you use for material or information to be included in a research paper or project. Make sure to include the reference in your work.
- Comply with the rules of the sites you use.
- Save personal academic material to disk, not to the hard drive.

Unacceptable Use:

- Do not copy material you find on the Internet and present it as your own. (That is plagiarism.)
- Do not download or install any program or file on Audeo computers.
- Do not delete programs.
- Do not change any computer settings.
- Do not visit any sites, send or receive any message(s) that indicate, suggest, or show pornography, unethical or illegal solicitation, racism, sexism, or inappropriate language.
- Do not upload or transmit any material in violation of the United States, state, or local regulations. This includes, but is not limited to: copyrighted material, threatening or obscene material or material protected by trade secrets.
- Do not use school resources for gambling, commercial purposes or political lobbying.
- Do not reveal your own or anyone else's home address, telephone number or e-mail address.

If you violate these provisions, access to the Internet and the school's computers may be denied and you may be subject to disciplinary or legal action.

I have read and understand proper use and restrictions. *I understand that I am personally responsible for the correct use of technology at all times when at Audeo Charter School*

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Employee Signature:_____ E-mail address:_____Date: _____

5220 Responsibility for Equipment Assigned to School Site Employees
Amended June 4, 2008, February 28, 2024

The Board of Directors of Altus Schools Southern California hereby adopts this amended Responsibility for Equipment Assigned to School Site Employees to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County , Mirus Secondary School andAltus Schools South Bay, all hereafter collectively referred to as "Charter School."

All school equipment assigned to resource centers~~classroom~~/sites is purchased and consigned to staff with the express intent that it be used in the delivery of instruction and/or services offered to students enrolled in the ~~Audeo~~ Charter School.

Equipment owned by the Charter School is considered an asset and under the protection of the ~~classroom~~ teacher responsible for the coordination of their ~~classroom~~ materials. Equipment such as computers, laptops, Ipads, ~~answering machines,~~ radios, telephones, televisions, Virtual Reality headsets, 3D printers, etc.~~VCRs, overhead projectors, etc~~. are to be used expressly for the purpose for which they were intended, that is, to enhance the teaching and learning that occurs in the resource center~~classroom~~.

Equipment, other than employee's assigned laptop, should never be removed from the site without prior written notification, twenty-four hours in advance, directed to the Director of Operations and Technology ~~School Site Coordinator~~ or designee. School property that the ~~Audeo~~ Charter School allows an employee to remove from the Audeo premises becomes the liability of that employee until the employee returns it to the Charter School in good working condition.

It is the responsibility of the employee to exercise reasonable care and appropriate precautions to prevent damage to or loss/theft of school property in their care. The terms "reasonable care and appropriate precautions" may mean, at minimum,

- The property is not left unattended.
- The property is secured in a locked facility.
- When being transported the property is locked in a vehicle out-of-sight, preferably in the trunk.
- Transporting of the property is limited primarily to between school sites, on school business, and to and from work.

The employee is liable for the payment of damages whenever his/her wrongful or negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property for which he/she is responsible.

In the event that school property under the employee's care is lost or stolen, it must be reported to the local police AND the Director of Operations and Technology~~School Site Coordinator~~ or designee immediately. A copy of police report must be sent to the Director of Operations and Technology~~School Site Coordinator~~ or designee within *two working days* of the loss. Failure to secure and submit a police report automatically results in the employee's liability for the replacement cost.

Within *two working days* after notification that school property has been lost or damaged, the employee's supervisor will interview the employee, prepare a written report, and submit it to the ~~School Site Coordinator~~Director of Operations and Technology for review.

The ~~School Site Coordinator~~Director of Operations and Technology, in consultation with ~~The Charter School of San Diego, Director of Organizational Effectiveness,~~ the Deputy Superintendent School Services will determine if the employee is deemed negligent, and whether or not financial liability and/or other sanctions are justified. This determination will be based on the facts established in each case. The Director of Operations and TechnologyTechnology ~~School Site Coordinator~~ will inform the employee in writing as to the findings and any consequences. The employee has the option to request an appeal of the decision. The appeal must be submitted in writing, addressed to the ~~President~~~~Superintendent~~Deputy Superintendent School Services and Founder, within *five working days* after the receipt of the findings.

After review, the ~~President~~ Deputy Superintendent School Services and Founder will convey the decision, in writing, to all concerned.

If the finding of liability is upheld, the Director of Operations and Technology~~School Site Coordinator~~=Director of Operations and Technology will be responsible for instituting the sanctions/consequences other than financial. If there is a financial liability, the Finance Department will submit a bill to the employee requesting payment due as soon as possible *AND* prior to the end of the employee's contract term.

This policy will be reviewed and signed by all employees upon hire.

I have read the above policy and I accept responsibility for the care and protection of school property.

I understand that I may be held financially liable for the repair/replacement costs of school property entrusted to me whenever my wrongful or grossly negligent act or omission causes loss, theft, disappearance, damage to or destruction of school property

_____	_____
Print Name of Employee	Location
_____	_____
Employee Signature	Date

5190 Telework Policy
Approved: June 22, 2023, February 28, 2024

Purpose
~~Student Success Programs Audeo~~Altus Schools Southern California ("ASSC") recognizes approved teleworking as a work arrangement that may be available to employees who work in certain positions. This policy details conditions and requirements which apply to all telework assignments in the organization.

Definition
Teleworking allows employees to work at home or in an approved remote location for all or part of their regular workweek. Teleworking is not an entitlement, nor is it a school-wide benefit. This temporary arrangement in no way alters or changes the terms and conditions of employment with the School, and the promulgation of this Policy creates no employee rights in relation to teleworking. Furthermore, the School has the right to refuse to make telework available to an employee and to terminate a telework assignment without cause at any time in its sole and unreviewable discretion.

General Requirements
Employees shall not telework unless they receive advance written approval from the School. Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor. Employees shall be responsible for following all School policies and procedures when teleworking. Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties is strictly prohibited.
Nonexempt employees will be required to (1) record all hours worked as assigned by the School and (2) take and document applicable meal/rest periods. Nonexempt employees must also receive written approval from a supervisor prior to working additional hours or overtime. Failure to comply with timekeeping and work hours requirements may result in disciplinary action, up to and including termination from employment.

Eligibility Considerations
Consideration will be given to employees who work in positions adaptable for telework assignments, particularly those who have demonstrated work habits and performance well-suited to successful teleworking. In the sole discretion of ~~Audeo~~ ASSD and its management, the following eligibility factors will be considered:

- The employee has a position where effective communication can be accommodated electronically;
- The employee's telework assignment will not be detrimental to the productivity or work quality of other employees or the effective operation of the School;
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality generally;
- The employee's equipment and software must meet the School's guidelines/standards, and the employee's needs for Information Technology ("IT") support must be minimal;

- Telework sites must be in California unless authorized by the Superintendent School Services and Founder ~~President/CEO~~ or a designee;
- The employee must be effective at working independently for extended periods of time;
- The employee has demonstrated or can demonstrate effective time-management skills by completing tasks efficiently and within any required deadlines;
- The employee must maintain connections with work groups or teams from their remote work location; and
- The employee has no recent or pending corrective or disciplinary actions.

Further, the Employee acknowledges that telework is not an entitlement and such assignments are within the sole discretion of the employer. Telework assignments may be rescinded at any time without cause at ~~Audeo's~~ ASSC's sole discretion.

Supervisor Responsibilities
Supervisors managing employees who have been permitted to telework must effectively:

- Implement the telework policy/guidelines;
- Conduct remote supervision;
- Understand the technology and tools necessary for successful remote supervision; and
- Establish communication protocols with telework employees, including making continued efforts to involve teleworking employees in office/ department events, messages, etc. as applicable to preserve teamwork.

Supervisors will assess each employee's progress on a telework assignment periodically to ensure the employee's compliance with telework requirements, and address any work-related issues, including completing evaluations and other performance management as appropriate.

Communication and Accessibility
Employees and supervisors must determine how communication between the teleworking employee, the worksite, and/or other employees also teleworking will be handled. Employees shall keep their supervisor and as needed, their co-workers or other School stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Employees must be accessible by phone and email at all times to their supervisor, co- workers, School stakeholders, and the School generally during assigned work hours. Employees must notify their supervisors if they leave their telework site during agreed upon hours, aside from applicable meal and rest periods. Employees must post their telework schedule on their calendar, including applicable meal and rest periods. Employees must also remain flexible in their scheduling, and shall be available to attend staff meetings and other meetings as required by their supervisor.

Safety
Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean, professional, and free of distractions (e.g., children, pets, electronic devices, etc.).

Supplies, Equipment, and Furniture
The Schools will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs for each telework assignment on a case-by-case basis.

All necessary technology equipment will be supplied and maintained by the Schools, subject to availability. Equipment supplied by the Schools is to be used for work purposes only. Employees must sign an inventory of School property and agree to protect the items from damage or theft. Employees shall not be entitled to reimbursement for their use of School property. Employees shall be held liable to the School whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. Upon cessation of a telework assignment, School property must be returned to the School.

Information Security and Confidentiality
Employees must never provide any third parties access to the ~~Audeo~~ ASSC's network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

Consistent with ~~Audeo's~~ ASSC's expectations of information security for employees working at the office, teleworking employees must ensure that their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential, away from the presence of family members or guests. Any School materials taken home, such as confidential personnel or pupil records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps which employees may take to increase security of School materials/information include use of locked file cabinets and desks, regular password maintenance, shielding computer monitors, and any other actions appropriate for the position and the telework location.

Performance Standards
Employees must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the telework assignment will be reevaluated to determine if changes can be made or termination of the telework assignment is warranted. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that employees will not abuse this opportunity by allowing their productivity or work quality to decline.

Professional Boundaries
Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with the ~~Audeo's~~ ASSC's "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all ~~Audeo~~ ASSC policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Return to Work

Telework assignments are temporary in nature and will only continue subject to ASSC ~~Audeo~~ approval. As such, employees must return to on-site work at their assigned work location when directed to do so by their supervisor. However, in limited circumstances and only upon a showing of hardship to ~~Audeo~~ ASSC , employees may be permitted to continue in their telework assignment for up to an additional thirty (30) days beyond the planned termination of their telework assignment.

Any employee requesting an extension of their telework assignment must submit such request in writing to the Deputy Superintendent School Services ~~Executive Director~~ immediately upon being notified of the requirement to return to on-site work. The written request must explain in detail the basis for the hardship.

Upon completion of any approved extension of a telework assignment, ~~Audeo~~ ASSC may allow the extension to continue, subject to demonstrable ongoing hardship experienced by the employee and the overall needs of the School. The decision as to whether to grant any initial or continuing request to extend the telework assignment remains within the sole and unreviewable discretion of ~~-~~ASSC~~Audeo~~.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

~~Audeo~~ ASSC may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, ASSC ~~Audeo~~ shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible. All telework assignments shall be subject to termination upon resumption of regular onsite duties at the Schools unless determined by the School that telework assignment may continue.

6000 COMMUNITY

6010 Title I Parent Involvement Policy
6015 Workplace Violence Policy
6020 Resource Center and School Volunteer, Visitation, and Removal Policy

6000 COMMUNITY

Policy 6010
Title I Parent Involvement
Amended: May 6, 2008, February 22, 2018, October 20, 2021, **June 22, 2023**, **February 28, 2024**

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The Board of Directors of Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc.~~ hereby adopts this Independent Study Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Altus Schools East County~~Grossmont Secondary School~~, Mirus Secondary School and Altus Schools South Bay~~Sweetwater Secondary School~~, all hereafter collectively referred to as "Charter School" or "School". The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Section I: Involvement of Parents in the Title I Program
To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

a) The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
b) The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
c) The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.
d) The School provides parents of participating children with the following:
    1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
    2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. The School will host Open House, Parent Night and Senior Night

Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.

3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

a) The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.
b) The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.
c) The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as

equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.

d) The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.
e) The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.
f) The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a

partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

a) The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.
b) To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
    1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
    2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
    3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.
    4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

6015 Workplace Violence
Approved: March 18, 2022
Amended: February 28, 2024

The Board of Directors of ~~-~~Altus Schools Southern California ("ASSC") ~~Audeo Charter School, Inc~~. hereby adopts this Workplace Violence Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School." The Charter School expressly prohibits any acts or threats of violence by any current or former employees, students, parents, or visitors against any other school employees, students, parents, or visitors at any time, on or off school premises.

To ensure that the Charter School maintains a zero tolerance policy for workplace violence, it is the commitment of the Charter School:

1. To provide a safe and healthful work environment, in accordance with Charter School health and safety policies.

2. To take prompt corrective action, up to and including immediate termination of any employee who engages in threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.

3. To take appropriate action when dealing with employees, students, parents, or visitors to Charter School facilities who engage in such behavior. Such action may include notifying law enforcement, prosecuting violators of this policy to the maximum extent of the law, or taking other appropriate legal measures to protect an employee and other stakeholders from harm in the workplace.

4. To prohibit employees, former employees, students, parents, and visitors from bringing unauthorized firearms or other weapons onto Charter School premises or otherwise disrupting any sites or school facility.

5. To establish viable security measures to ensure that Charter School facilities are safe and secure to the maximum extent possible and to properly manage access to School facilities by the public, off-duty employees, and former employees.

Prohibited conduct specifically includes, but is not limited to:

1. Causing or attempting to cause physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress or causes disruption.
4. Possession of a weapon on the premises or the threat of using a weapon on any School premises.
5. Any other action, which violates School policies or threatens the safety and well-being of Charter School employees, students, parents, or other stakeholders.

Employees have a duty to warn their supervisors, Administration, or Human Resources of any suspicious workplace activity or incidents that they observe or have awareness of that involve other employees, former employees, parents, students, or visitors and that may be problematic. This includes threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, and threatening or offensive comments. The Charter School does not condone any form of retaliation against any employee for making a report under this policy.

6020 Resource Center and School Volunteer, Visitation, and Removal Policy
Approved: March 10, 2016
Amended: February 22, 2018**, June 21, 2018**, **February 28, 2024**

The Board of Directors of Altus Schools Southern California ~~Audeo Charter School, Inc.~~ hereby adopts the Resource and School Volunteer, Visitation, and Removal Policy to apply to Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Mirus Secondary School, ~~Grossmont Secondary School and Sweetwater Secondary School~~Altus Schools East County and Altus Schools South Bay, all hereafter collectively referred to as "Charter School."

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

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

Volunteering

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

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. A volunteer shall also have on file with Charter School a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Charter School Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

2. Volunteering must be arranged with the teacher and Deputy Superintendent School Services ~~Executive Director~~ or designee, at least forty-eight (48) hours in advance.

3. A volunteer may not volunteer in the resource center for more than three (3) hours per month.

4. Prior to volunteering in the resource center, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Resource Center volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child.

Resource Center volunteers must follow the instructions provided by the teacher, certificated teacher resource or resource center associate. Resource Center rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or staff the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.

6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the resource center or at the administrative office as indicated below.

7. This Policy does not authorize the Charter School to permit a parent/guardian to volunteer or visit the resource center if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and Deputy Superintendent School Services ~~Executive Director~~ or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during normal operating hours, at least forty-eight (48) hours in advance. Parents seeking to visit a resource center during school hours must first obtain the approval of the teacher and the Deputy Superintendent School Services ~~Executive Director~~ or designee.

2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any resource center or school administrative office and building during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Deputy Superintendent School Services ~~Executive Director~~ or designee may design a visible means of identification for visitors while on school premises.

3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or US attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site

or a student for immigration-enforcement purposes, as recommended by the Attorney General.

4. Except for unusual circumstances, approved by the Deputy Superintendent School Services ~~Executive Director~~ the Charter School visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.

5. While Charter School site, offices, or resource center, visitors are to enter and leave as quietly as possible, not converse with any student, teacher, or other staff unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a resource center without the teacher's and Deputy Superintendent School Services ~~Executive Director's~~ written permission.

6. Before leaving the resource center or administrative offices, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main entrance.

7. The~~-~~ Deputy Superintendent School Services ~~Executive Director~~, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

8. The Deputy Superintendent School Services ~~Executive Director~~ or designee may withdraw consent to be on the Charter School facility even if the visitor has a right to be on site whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the Charter School's orderly operation. If consent is withdrawn by someone other than the ~~Executive Director~~Deputy Superintendent School Services, the ~~Executive Director~~Deputy Superintendent School Services may reinstate consent for the visitor if the ~~Executive Director~~Deputy Superintendent School Services believes that the person's presence will not constitute a disruption or substantial and material threat to the Charter School orderly operation. Consent can be withdrawn for up to fourteen (14) days.

9. The ~~Executive Director~~Deputy Superintendent School Services or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave resource center or any Charter School sites. When a visitor is directed to leave, the Deputy Superintendent School Services ~~Executive Director~~ or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

10. Any visitor that is denied registration or has his/her registration revoked may request a conference with the ~~–~~Deputy Superintendent School Services~~Executive Director~~. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Deputy Superintendent School Services ~~Executive Director~~ with fourteen (14) days of the denial or revocation of consent. The Deputy Superintendent School Services~~Executive Director~~ shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the ~~Executive Director~~Deputy Superintendent School Services shall be held within seven (7) days after the ~~Executive Director~~Deputy Superintendent School Services receives the request. If no resolution can be agreed upon, the ~~Executive Director~~Deputy Superintendent School Services shall

forward notice of the complaint to the Charter School Board of Directors. The Charter School Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.

11. At each entrance to the resource center or administrative offices, signs shall be posted specifying the hours during which registration is required, stating where the office of the ~~Executive Director~~Deputy Superintendent School Services or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.

12. The Deputy Superintendent School Services ~~Executive Director~~ or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.

3. Disruptive conduct may lead to Charter School's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto resource centers or administrative offices or attending school activities for any purpose for a period of up to three (3) years.

WHEREAS, ~~Audeo Charter School~~Altus Schools Southern California ("Corporation") operates the following California public charter schools: Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, ~~Grossmont Secondary School~~Altus Schools East County, Mirus Secondary ~~School~~ and ~~Sweetwater Secondary School~~Altus Schools South Bay;

WHEREAS, pursuant to Education Code section 47604.1 (b)(4)(A) a charter school and an entity managing a charter school must comply with the Political Reform Act and adopt a conflict of interest code;

WHEREAS, the charter schools operated by the Corporation are authorized by chartering authorities located in San Diego County, Riverside County and San Bernadino County and therefore the Corporation is a Multi-County Local Agency as it has jurisdiction in more than one county;

WHEREAS, the Code Reviewing Body for a Multi-County Local Agency is the Fair Political Practices Commission ("FPPC") (Govt. Code § 82011.);

THEREFORE, the Corporation must submit its approved Conflict of Interest Code to FPPC for approval;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Corporation that:

1. A Conflict of Interest Code, in the form attached as Exhibit A, is approved;

2. The ~~President/CEO~~Superintendent Schools Services and Founder is hereby directed and authorized to submit a copy to the FPPC for preliminary approval pursuant to Title 2 Cal. Code of Regs. § 18750.

APPROVED AND ADOPTED this _____day of _____, 2024~~2~~.

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Chairman, Board of Directors
~~Audeo Charter School~~Altus Schools Southern California

ATTEST:

_____
Secretary, Board of Directors

~~AUDEO CHARTER SCHOOL~~ALTUS SCHOOLS SOUTHERN CALIFORNIA
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Altus Schools Southern California ~~Audeo Charter School~~ **(~~AUDEO~~ASSC).**

Individuals holding designated positions shall file statements of economic interests with ~~**AUDEO**~~ASSC, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by ~~**AUDEO**~~ASSC.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Board of Directors	1, 2
~~Corporate Officers (e.g.,~~ Superintendent School Services and Founder~~-President~~ ~~and Chief Executive Officer~~	1, 2 ~~1, 2~~
~~Chief Financial Officer/Treasurer/CEO~~ ~~, CFO~~ ~~/Treasurer,~~ Secretary~~)~~	~~2~~ 2
Deputy Superintendent School Services~~Executive Director~~	~~1,~~ 2
Finance Administrator	~~1,~~ 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President and Chief Executive Officer~~President/CEO~~ or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and based upon that description, a statement of the extent of disclosure requirements. The President and Chief Executive Officer~~President/CEO~~ or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Public Officials Who Manage Public Investments

Commented [LA1]: This section is added in consultation with FPPC.

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only. Section 87200 requires disclosure of all investments and business positions in business entities, all income, including gifts, loans and travel payments, and real property.

Chief Financial Officer/Treasurer

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:
   - of any school district or county office of education that has authorized a ~~AUDEO~~ ASSC charter school, or
   - of any facility utilized by ~~AUDEO's~~ ASSC's charter schools, or
   - of a proposed site for an ~~AUDEO~~ ASSC facility.

b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by ~~AUDEO~~ASSC.

~~Category 3~~

~~Designated positions assigned to this category must report:~~

~~a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.~~

Commented [LA2]: THE AMENMENTS REFLECT THE FPPC'S REVISIONS STO THE CODE. The FPPC deleted category 3 in their review as NO DESIGNATED POSITIONS were assigned to this category.

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

Audeo II Charter School

2023-2024 SY

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SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Audeo Charter School II.

A "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

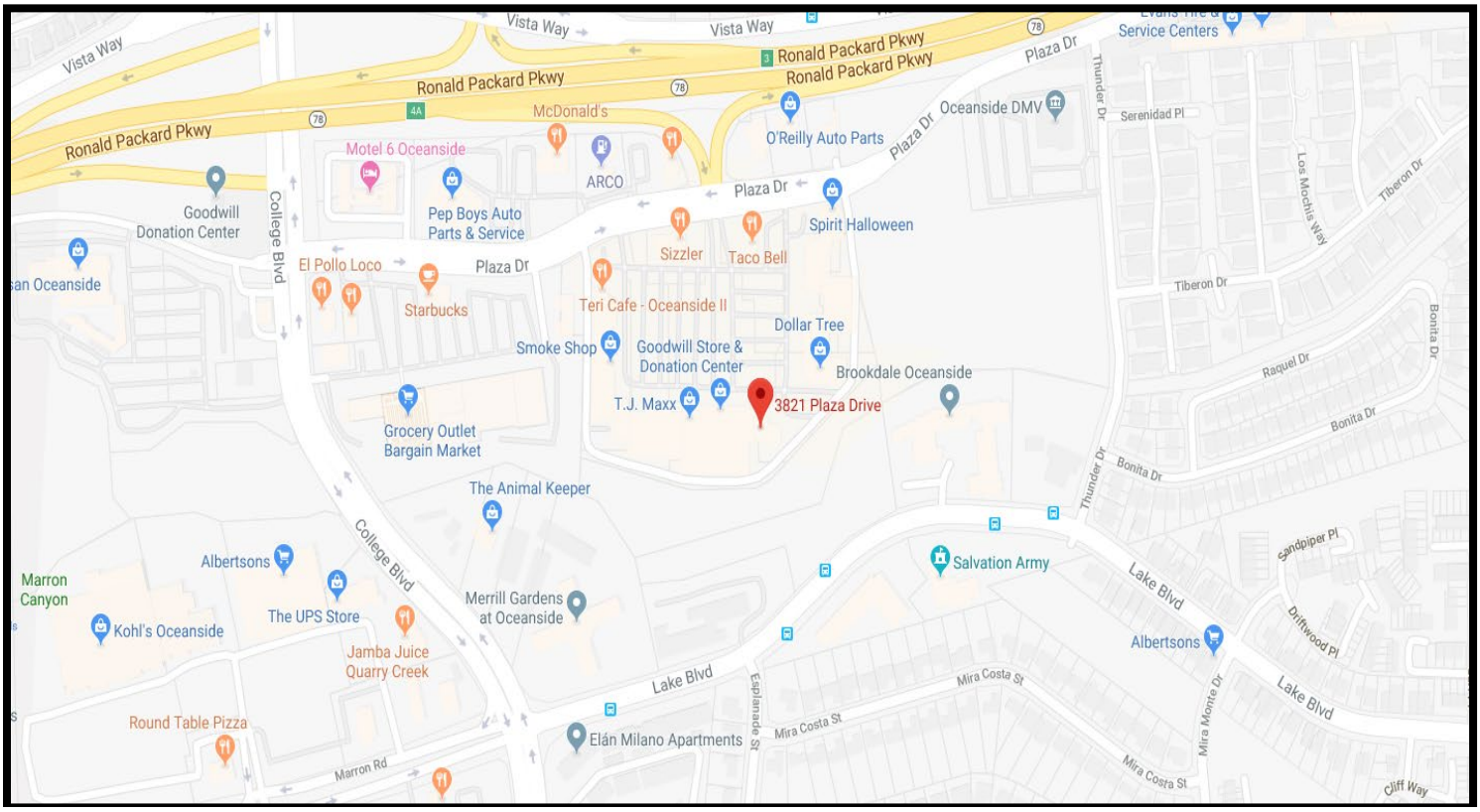
This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

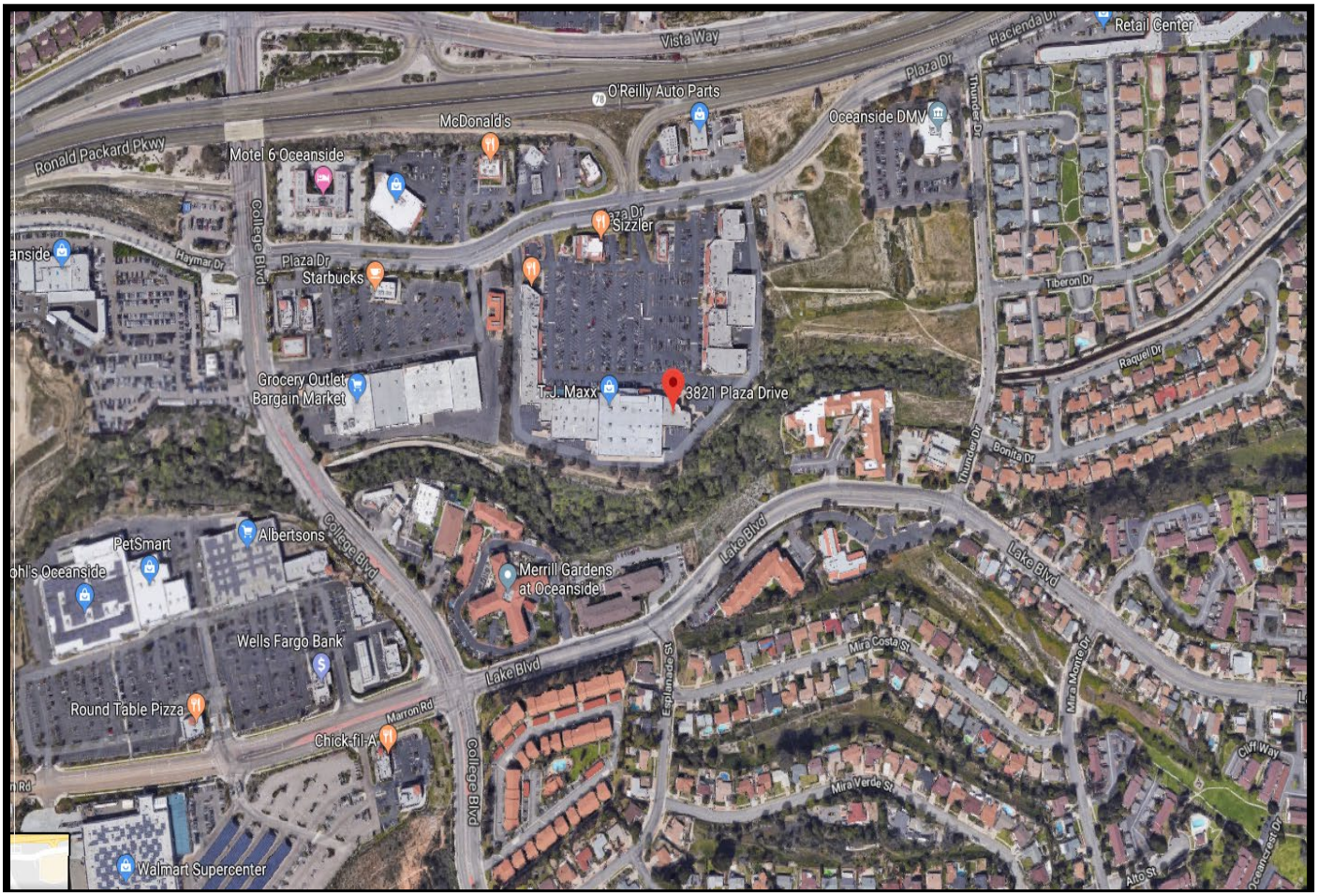
SECTION TWO
Audeo Charter School II Office/Resource Centers
Information and Street Map

Location

Resource Center (RC)/Office Name: North Carlsbad/ Carlsbad Administrative Office
RC/Office Address: 3821 Plaza Dr. #401-402, Oceanside, CA 92056
RC/Office Public Phone Number: 858-678-4800
RC/Office Fax Number: 760-639-6484



North Carlsbad Resource Center/Carlsbad Administrative Office
Aerial Map



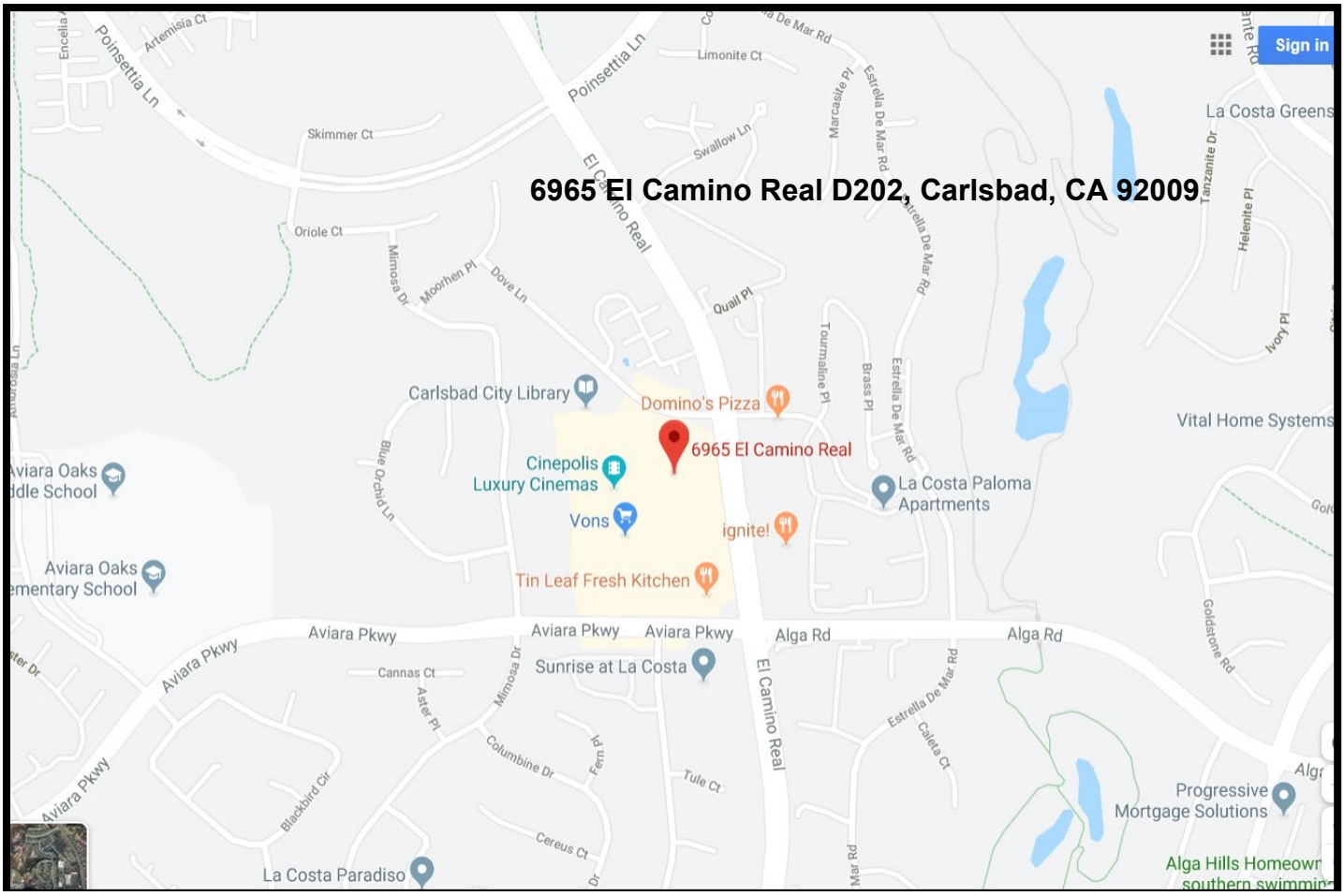
Location

Resource Center (RC) Name: South Carlsbad

Address: 6965 El Camino Real D202, Carlsbad, CA 92009

RC Public Phone Number: 858-678-4800

RC Fax Number: 760-639-6484



South Carlsbad Resource Center Aerial Map



LOCATION HAZARD ASSESSMENT SUMMARY

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School II the crime data indicates that there have been no incidents of the last two years. Audeo II staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	219	23-24yr	237		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Charter School II adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School II. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	***Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.***
Chief Financial Officer	***Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.***
Director of Operations and Technology	***Responsible for internal communications with our RCs, staff, and the team in collaboration with the Administrator of Instructional Services.***
Administrator of Instructional Services	***Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.***

Operational Overview
Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School II defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

<u>All public employees are declared by law to be disaster services workers</u> (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School II will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2_____Singular or Multiple Locations
Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3_____RC Specific
(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: Administrator of Instructional Services according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. **Assess situation (to evacuate or secure RC)**

2. **Call 911**

3. **Contact EOT: Communicate essential information**
   ***Example*:** **Describe the situation – clearly and calmly.**
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. **Gather essential information – keep emergency supplies in one area**

   - **Student emergency binder**
   - **Student roster**
   - **Emergency procedure binder**
   - **Today's sign in sheet**
   - **Backpack, First Aid Kit, Blood borne Pathogen Kit**
   - **Keys**

5. **Reassess situation and roll call**
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. **Give students appraisal of situation**
   Tell them what to do and what is expected.

7. **Re-contact EOT**

8. **Release students as appropriate to authorized individuals.**

9. **Contain remaining students in designated safe area.**

10. **Wait until crisis has passed**

11. Notify corporate office

12. Remaining students will be brought to safe area designated by EOT

13. Staff will then be released by EOT

<u>Resource Center Preparedness Activities</u>

Training programs for staff:

- **Disaster preparedness and scene management classes**
- **Mock disaster drill**
- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**
- **HIV Awareness**

Educational activities:

- **Basic earthquake education**
- **Parent meetings, home preparedness and orientation to RC plan**

Equipment and supplies:

- **Trauma/first aid kits**
- **Bodily fluid cleanup kit**
- **Backpacks for sweep and rescue team**

Aftermath plan:

- **Return school/community to normal**
- **Provide safe place to process event**
- **Plan for resumption of normal activities**

***Drills are scheduled at least three times per year**

Communications

Emergency RC Call to Central
RC contact Central or Able
Remember 6 Key points –

- **RC** — **Identify your location**
- **Number** — **Approximate number of participants**
- **Code** — **Red (Life-threatening) 911**
  Orange (Serious)
  Yellow (Potential – advisement)
- **Description** — **Briefly describe incident**
- **Location** — **In class, outside front/back door, alley**
- **Listen** — **Answer central's questions succinctly**

Audeo Charter School II Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

- **Superintendent will declare need for emergency action.**
- **Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.**
- **Superintendent notifies Audeo Charter School II Board of Directors.**
- **Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.**
- **When schools are not in session, it may be necessary to call employees at home.**
- **Callers must report to the Superintendent's office by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.**
- **Share all information on the operation of the telephone tree with support staff at your RC.**
- **Make copies of the tree information and give to appropriate staff.**
- **It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.**

Sample Emergency Call

Resource Center	**This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the Certificated Teacher Resource (CTR) and me. We have locked the doors and directed students to move to the back of the resource center away from the window.**
Central	**I am dispatching the police immediately. Have your Certificated Teacher Resource (CTR) with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.**

Resource Center

- **Remember, speak calmly and slowly.**
- **Tend to the business at hand and keep Central informed. STAY CALM.**
- **If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Audeo Charter School II administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Audeo Charter School II to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- **Do not aggressively confront any individual or group.**
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. **Receive Communication.**

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School II emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. **Ascertain the level of emergency and degree of danger.**

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Audeo Charter School II Administrative Office to alert them to the emergency.

3. **Assist in the implementation of the action plan worked out with the RC.**

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. **Log call.**

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

EMERGENCY RESPONSES

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **Keep an "Epi" pen in the school office and notify staff as to location.**
- **Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Resource Center

STAFF ACTIONS:

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x **Initiate SHELTER IN PLACE.**
- x **Shut off HVAC units.**
- x **Move to central location where windows and doors can be sealed with duct tape.**
- x **Call 911. Provide location and nature of the emergency and school actions taken.**
- x **Notify Director of Operations and Technology of the situation.**

- x Turn on a battery-powered commercial radio and listen for instructions.
- x Remain inside the resource center until the Department of Health or Fire Department determines it is safe to leave.
- x Arrange for psychological counseling for students and staff.

Inside the Resource Center

STAFF ACTIONS:

- x Notify Administrator of Instructional Services or Safety Ambassador.
- x Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- x Implement EVACUATION or EMERGENCY MEETING AREA EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- x Follow standard student assembly, accounting and reporting procedures.
- x Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

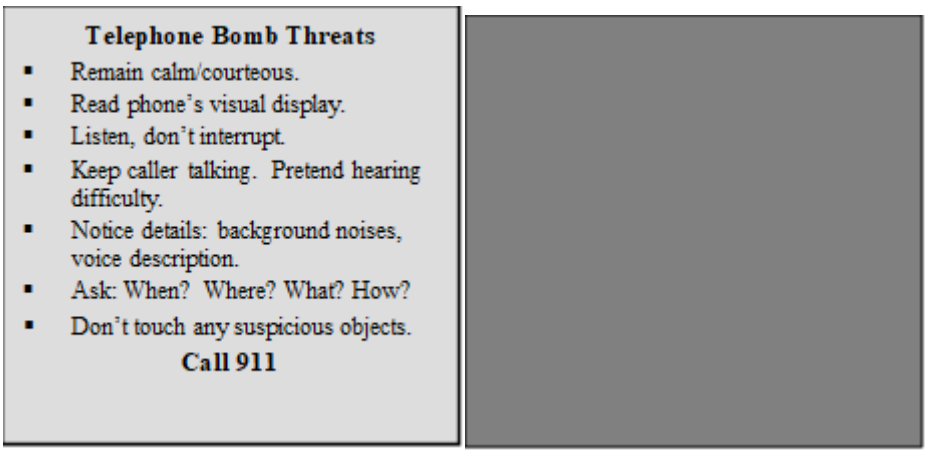
- x Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.
- x Move up-wind from the potential danger.
- x Call 911. Provide exact location and nature of emergency.
- x Designate security team to isolate and restrict access to potentially contaminated areas.
- x Wait for instructions from emergency responders-- Health or Fire Department.
- x Notify Director of Operations and Technology of the situation.
- x Arrange for immediate psychological counseling for students and staff.
- x Wait to return to the resource center until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- x **Note the manner in which the threat was delivered, where it was found and who found it.**
- x **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.**
- x **Caution students against picking up or touching any strange objects or packages.**
- x **Notify Administrator of Instructional Services or Safety Ambassador.**

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- x **Call 911.**
- x **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.**
- x **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.**
- x **Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.**
- x **Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- x **If it is necessary to evacuate the entire school, use the fire alarm.**
- x **Notify the Director of Operations and Technology of the situation.**
- x **Direct a search team to look for suspicious packages, boxes or foreign objects.**
- x **Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- x **Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- x **Evacuate students as quickly as possible, using primary or alternate routes.**
- x **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Administrator of Instructional Services/Safety Ambassador of any missing students.**
- x **Do not return to the resource center until emergency response officials determine it is safe.**

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. 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.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X Issue STAND BY instruction. Determine if evacuation is required.
- X Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Administrator of Instructional Services/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify Administrator of Instructional Services.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to Administrator of Instructional Services/Safety Ambassador.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center 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.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- **X** **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- **X** **Alert the Administrator of Instructional Services/Safety Ambassador.**
- **X** **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X** **Notify the Administrator of Instructional Services/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- **X** **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- **X** **Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: 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.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

- **X** Notify utility company. Provide the following information:
- **X** Determine length of time service will be interrupted.
- **X** Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- **X** If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- **X** Use messengers with oral or written word as an alternate means of faculty notification.
- **X** Notify District Office of loss of service.
- **X** Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers 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.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

X **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

X **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.**

X **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.**

X **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.**

X **Facilitate a meeting with student(s) and family to review expectations.**

X **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

X **If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

X **Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.**

X **Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.**

X **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR ACTIONS:

- **X Keep the individual under continuous adult supervision.**
- **X Keep the individual in the resource center until parent/guardian has been notified.**
- **X Arrange appropriate support services for necessary care of individual.**
- **X 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).**
- **X School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Administrator of Instructional Services. The next steps may include:**
  - **Provide parents/guardian with the names and phone numbers of mental health resources**
  - **Recommend that the parents make an immediate contact with a therapist.**
  - **Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.**
- **X Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.**
- **X Provide follow-up collaborative support for the student and parents (as indicated) within the school**
- **X Develop a safety plan prior to the student's return to school.**
- **X Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)**

STAFF ACTIONS:

- **X Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.**
- **X Notify Administrator of Instructional Services/Safety Ambassador.**
- **X Notify school nurse, school psychologist, counselor or social worker.**
- **X Protect individual from injury.**

EMERGENCY RESPONSE: EXPLOSION

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

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/SAFETY AMBASSADOR:

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

STAFF ACTIONS:

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

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

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

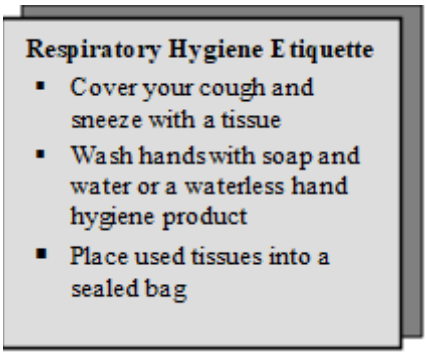
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- **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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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



STAFF and STUDENT ACTIONS:

- x **Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- x **Practice "respiratory hygiene etiquette".**
- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**
        - **<u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.**
    - **Place terrain and buildings between you and the assailant to cover your escape.**
    - **Keep going until you are certain you are out of danger.**

- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call (insert phone #) to report your location and obtain instructions.**

b. **Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.**
   - **Lock the doors**
   - **Close and lock windows and close blinds or cover windows;**
   - **Turn off lights;**
   - **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
   - **Silence all electronic devices;**
   - **Remain silent;**
   - **Position occupants spread out and out of line of site from room entrance.**
   - **Prepare to take action if the assailant attempts to get in the room;**
   - **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
   - **Call 911 as soon as it is safe to do so.**
   - **Remain in place until evacuated by identifiable law enforcement officers.**

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

3. **Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.**

a. **Provide as much information as possible (slow down – be calm):**
   - **State the emergency: "I hear gunfire." "I saw…"**
     - **Give information on people who are wounded.**
   - **Location of the assailant (if known):**
   - **Description of the assailant (if known):**
   - **Your precise location: "room __"**
   - **The number of children with you:**

b. **Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.**

4. **Special Topics**

   a. **<u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.**

      - ***Run*** **– If you encounter injured persons while you are trying to get out of danger…**
        - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

      - ***Hide*** **– If someone is injured where you are hiding, secure the room before tending to the wounded.**
        - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

      - ***Fight*** **– This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
        - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
        - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

   b. **<u>Law Enforcement</u>: If you encounter law enforcement officers…**
      - **Immediately raise your hands in the air and display your open palms.**
      - **Don't run up to officers or attempt to hug or talk to them.**
      - **Don't talk unless they ask you a question.**
      - **Do exactly what they tell you to do.**

   c. **<u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:**
      - **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**
      - **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

   d. **<u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)**

   e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**

        - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
    - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.**
        - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
    - **Assist police in entering the school;**
    - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
    - **The Operations Section should prepare an emergency evacuation area for reunification.**
        - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
        - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
        - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
        - **Vans should be placed on standby for evacuation.**
        - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
    - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**
    - **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
    - **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
    - **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

Goal 1 Objectives

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Develop a clear chain of command with staff**

Goal 2 Objectives

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**

Goal 3 Objectives

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
e) **Maintain an adequate supply of fire extinguishers**

f) **Ensure proper maintenance of fire prevention equipment**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**
b) **Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans**

Goal 2 Actions

a) **Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**

Goal 3 Actions

a) **Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan**
b) **Ensure combustible materials are stored in fireproof containers**
c) **Hold fire extinguisher training for staff**
d) **Ensure adequate supply of fire extinguishers are appropriately maintained**
e) **Hold required number of fire drills and vary the situation to improve staff and student response**

STAFF ACTIONS

Goal 2 Actions

a) **Take fire extinguisher training or read about/watch video on how to use a fire extinguisher**
b) **Read any fire prevention and wildfire response materials provided by administration**

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the district office, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - resource center closure

d) **Consider the following while implementing response action**

- **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
- **Food and water**
- **Transportation**
- **Security and Safety**
- **Communications**

e) **Contact families to notify of planned course of action**

f) **Activate school Incident Command Team, as necessary**

- **Reunification Team**

g) **Ensure all staff and students are accounted for**

h) **Ensure that access roads are kept open for emergency vehicles**

i) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

j) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting resource centers/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) **Follow the directions of the Incident Command to carry out necessary response action: voluntary**

evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to district office

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) Provide critical information to the district office in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses

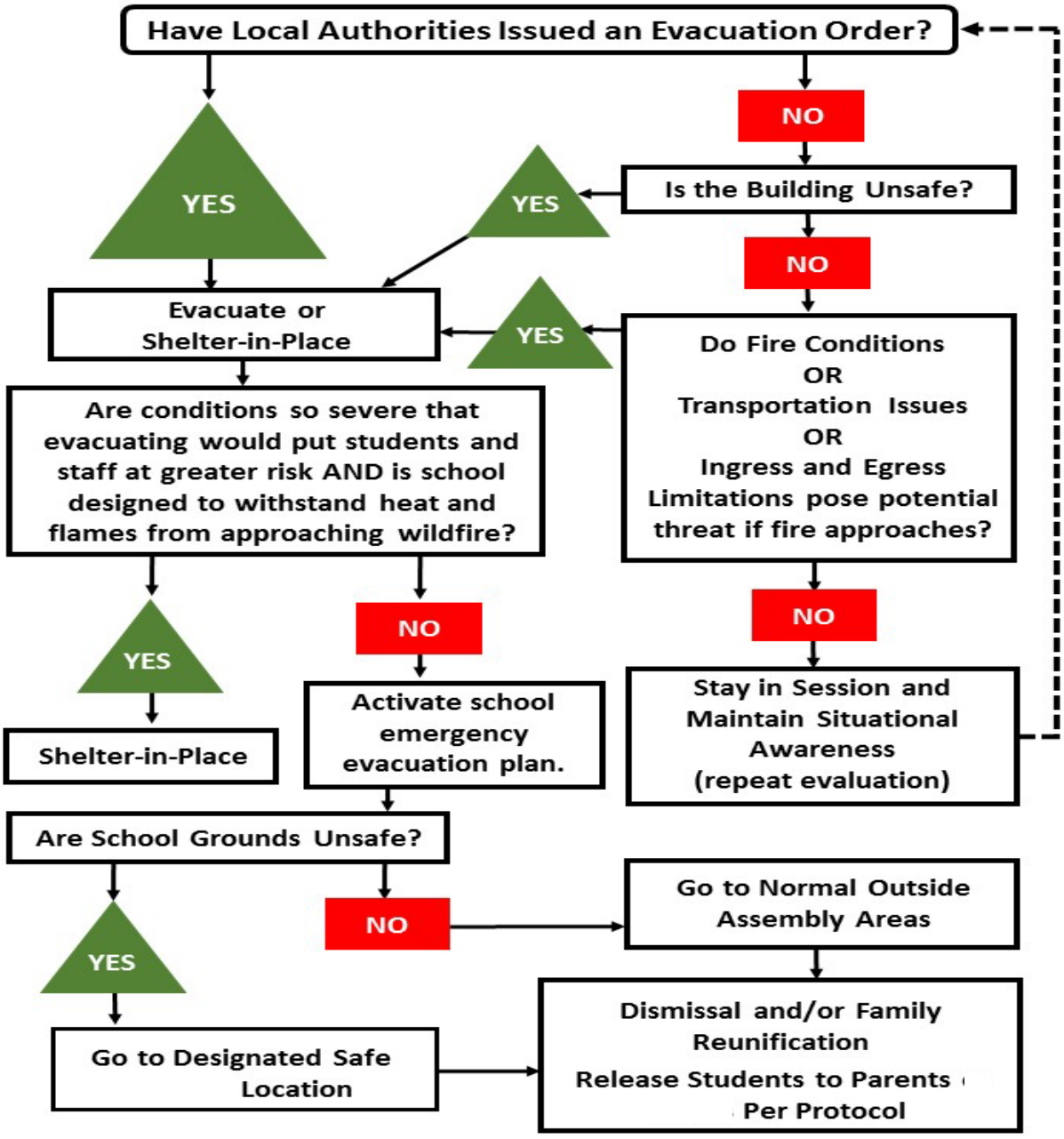
b) **Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response**
c) **Identify steps to improve future responses**
d) **Implement steps to improvement**

STAFF ACTIONS

<u>Goal 2 Actions</u>

a) **Participate in the after-action report process**
a) **Participate in any determined corrective actions discovered in the after-actions process**

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Charter School II has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Charter School II's primary goal in the fight against opioids and fentanyl use is prevention. Audeo Charter School II will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**
- **For students, instruct staff member to contact the parent/guardian or emergency contact on file.**

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

Audeo Charter School II uses intranasal spray.

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

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

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

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

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

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

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

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

STEP 4: SUPPORT THE PERSON'S BREATHING

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

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE

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

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

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia,

opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

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

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

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

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

STEP 6: ADDITIONAL SUPPORT

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

  Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

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

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

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

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

l) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing**

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

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written**

permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

2. **Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such

weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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 anddocumentary evidence on the student's behalf including witnesses.**

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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.**

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a

parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

a. **Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;**
b. **Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or**

c. **Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.**

6. Interim Alternative Educational Setting

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

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

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

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

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.

Notification to Staff of Dangerous Students

a. **The administration will inform the Administrator of Instructional Services of information received from the court and the Probation Department. The Audeo Charter School II Administrator of Instructional Services shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Audeo Charter School II is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Charter School II shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo Charter School II may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Administrator of Instructional Services at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

Loitering Law Compliance

SY 2023-2024
Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- **On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.**
- **On scheduled school days, students may travel to and from school without parental or guardian accompaniment.**
- **Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.**

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- **Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.**
- **If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.**
- **When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.**

Exceptions *may include*:

- **A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.**

- **Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.**
- **A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.**
- **A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.**
- **A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.**

Definitions

- **"Adult" means any person twenty-one (21) years of age and older.**
- **"Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.**
- **"Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.**
- **"Juvenile" means any person under eighteen (18) years of age.**
- **"Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.**
- **"Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.**
- **"Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.**

I have read and understand this notice. My student and I will obey the laws.

Student:_____
Date:_____

Parent:_____
Date:_____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Charter School II students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo Charter School II students and parents to help prepare all Audeo Charter School II students for a safer journey.

1. **Every Audeo Charter School II student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every student, parent and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.**

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a school staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the resource center.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Audeo Charter School II staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan**
- **Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using class sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, the Administrator of Instructional Services or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Audeo Charter School II is and will remain a safe place for students and adults.

Audeo Charter School II staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Audeo Charter School II.**

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School II will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- **Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Child Abuse Reporting Procedures

All Audeo Charter School II certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Charter School II employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the Administrator of Instructional Services or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Administrator of Instructional Services.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412

2. Send the original to Administrator of Instructional Services to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111

2. Send a copy to the Administrator of Instructional Services to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.
• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

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

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Carlsbad Police	911	760-931-2197
Carlsbad Fire	911	760-931-2141
Carlsbad Water	911	760-438-2722
Oceanside Police	911	760-435-4900
Oceanside Fire	911	760-435-4100
Oceanside Water	911	760-435-4500
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL II:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School II Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo II Administrator of Instructional Services	949-280-9499	858-678-2056 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ **Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Bull Horn – recommend a minimum of one**
- ☑ **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)**
- ☑ **Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.**
- ☑ **Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- ☑ **Rosters - recommend a minimum of one set per room sorted by alphabet**
- ☑ **Steno Pads (5x7) – recommend one per Incident Command Team member (17)**
- ☑ **Pencils & Pens - recommend one each per Incident Command Team member (34)**
- ☑ **Copies of Forms**
- ☑ **Chalk - recommend twenty-five sticks, red in color**
- ☑ **3x5 Cards – recommend one hundred**
- ☑ **Department or Placards**
- ☑ **First Aid & Medical Team Supplies**
- ☑ **Search and Rescue Team Supplies**
- ☑ **Vests for Key Personnel – recommend a total of 17 for Incident Command Team members**

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ **Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- ☑ **Current map of resource center layout. Map must show all buildings, RC numbers, and evacuation routes.**
- ☑ **Most current blueprint (architectural drawings).**
- ☑ **Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.**
- ☑ **A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.**
- ☑ **If available, current student photos on CD-ROM or most recent yearbook.**
- ☑ **Telephone numbers listed in numerical order for each RC/building.**

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

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

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.
The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties**
    - **Safety Officer - ensures that all activities are conducted in as safe a manner as possible**
    - **Public Information Officer – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available**
    - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
    - **Resource Center Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander**
    - **Search & Rescue Leader and Team – checks RC for damage, rescues victims, and reports RC conditions**
    - **First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)**
    - **Student/Parent Reunification**
        - **Assembly Area – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)**
        - **Request Gate – processes requests by parents or authorized adults for release of students**
        - **Release Gate – releases student to parent or authorized adult**

- **Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident**
    - **Documentation – collects, evaluates, and documents event**
    - **Situation Analysis – assesses the overall incident**
- **Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services**
    - **Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response**
- **Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability**

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE
EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification
The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

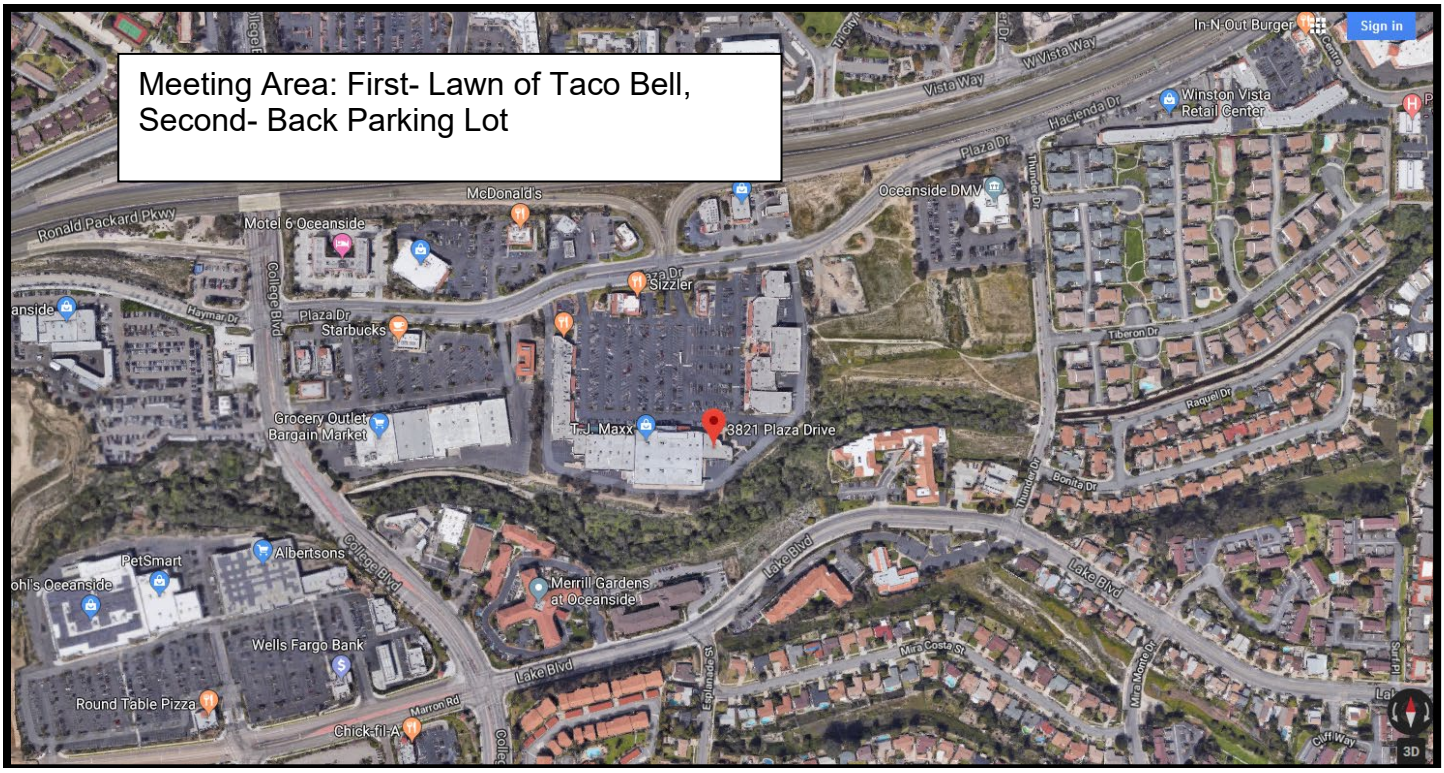
The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

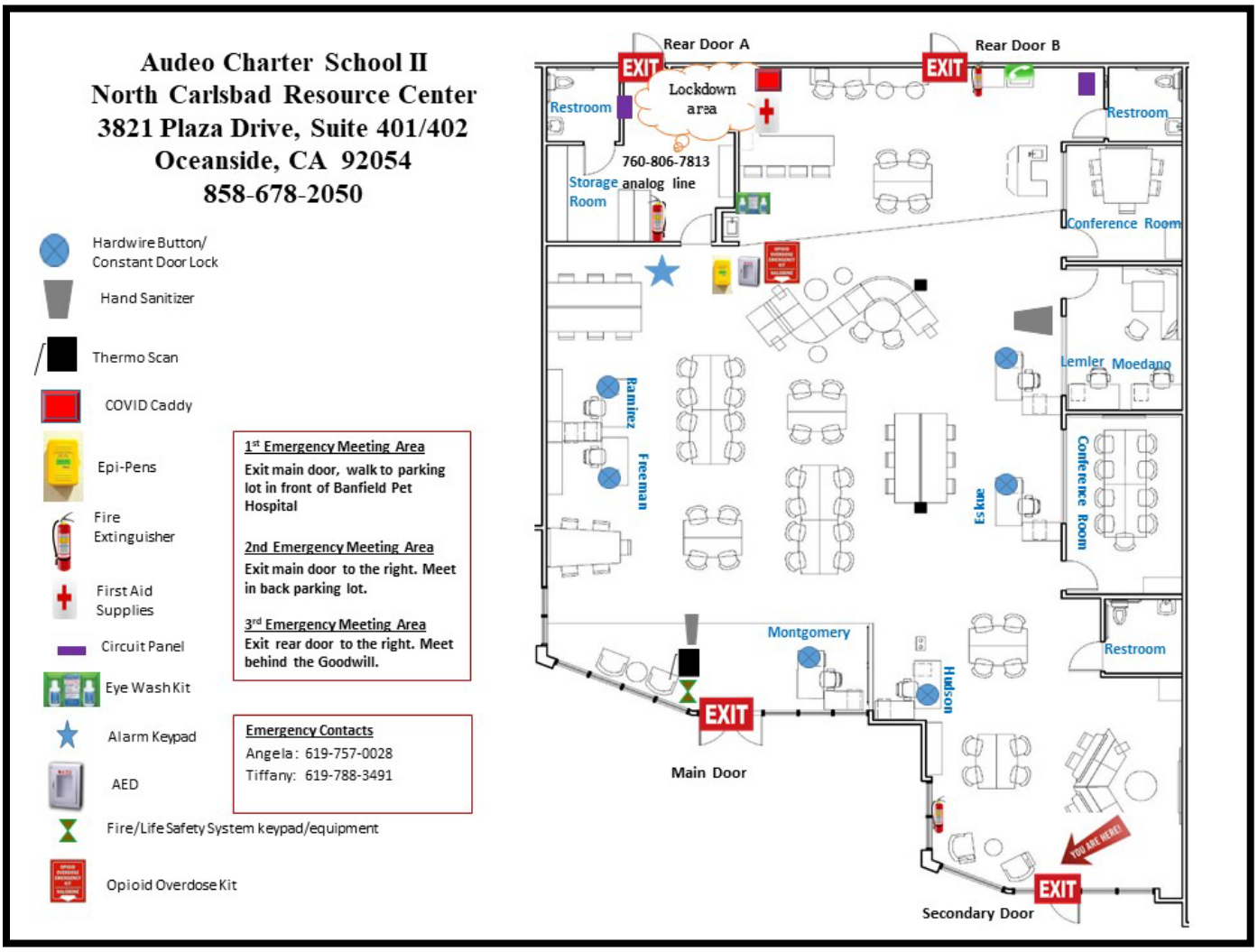
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

North Carlsbad: 3821 Plaza Dr., Suites 401-402, Oceanside, CA 92056
Cross Street: College Blvd.
Meeting Area: First- Lawn of Taco Bell, Second- Back Parking Lot



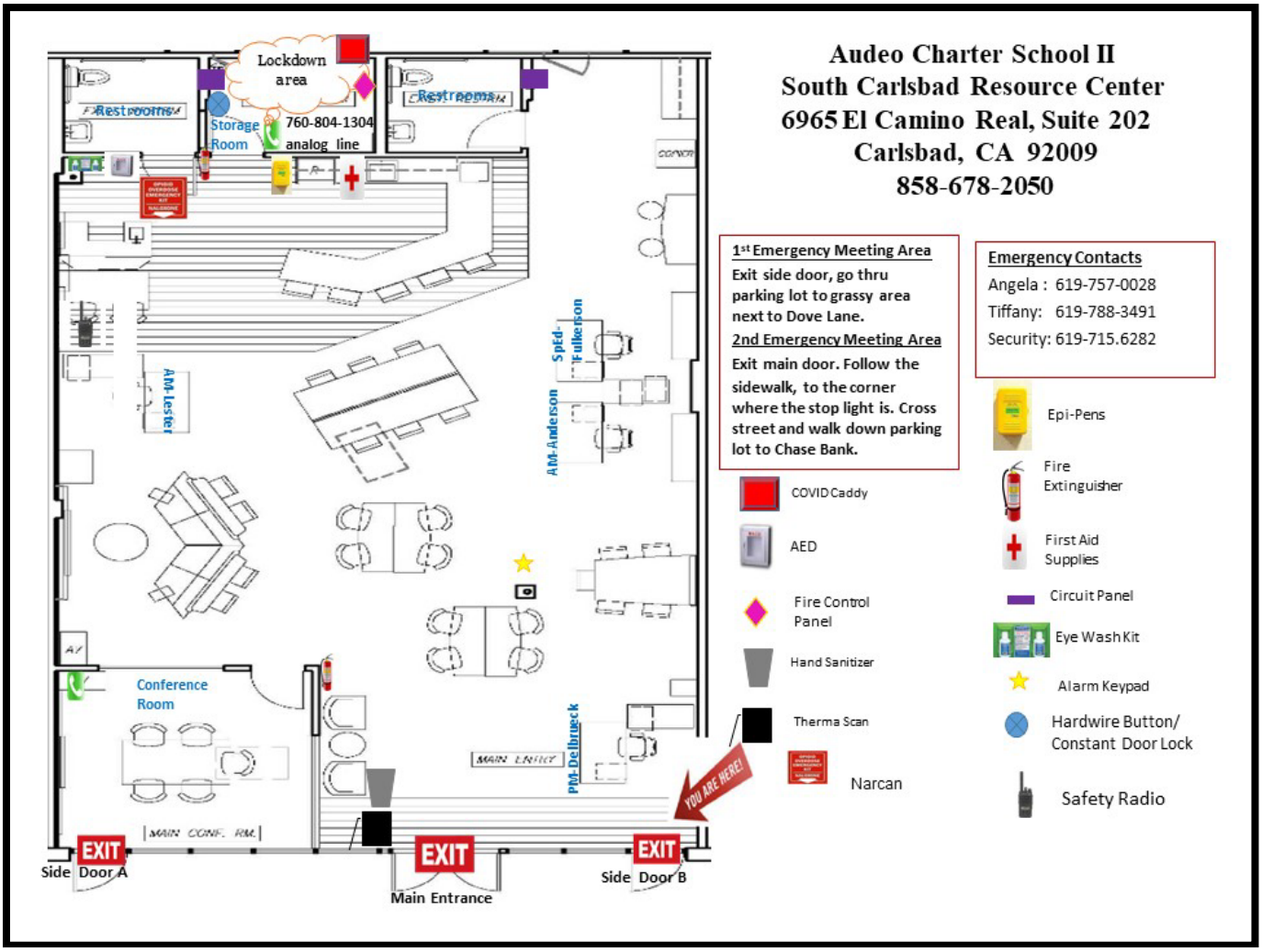
North Carlsbad Plan



South Carlsbad: 6965 El Camino Real D202, Carlsbad, CA 92009
Cross Streets: Dove Lane and Aviara Parkway
Meeting Area: Grassy area next to Dove Lane then cross parking lot to Chase Bank



South Carlsbad Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near an Audeo Charter School II RC endangers student or staff safety, Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. **A teacher or designee will declare "this is a lockdown" alerting staff and students in a calm manner.**
2. **All students and staff remain in their RC or offices.**
3. **All RC doors and windows are to be closed and locked.**
4. **All window blinds should be drawn or closed.**
5. **A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.**
6. **Safety Ambassador or designee will call/email Executive Safety Committee.**
7. **A staff member will take a head count of ALL persons in RC/building**
8. **A staff member will use the attached Sign In sheet for ALL persons on location.**
9. **All lights should be turned off (as needed)**
10. **A member of the Audeo Charter School II Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
    ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.
11. ***No one is permitted to leave and no one, including a parent, is allowed in the RC.***
12. **Students and staff will remain quiet and calm.**
13. **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.**
14. **First aid will be rendered by staff as necessary.**
15. **Resource Center staff should defer media statements to the Communications Department.**

Only a member of the Audeo Charter School II Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- **Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.**

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- **Authorities inform the school or RC of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**

- **The execution of a high-risk search or arrest warrant.**
- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a RC.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as school and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.**
- **Parents will be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**
- **Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.**

Following Lockdown:

- **The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:**
    - **Lockdown Incident Report Form**
    - **Emergency Sign-In Report**
    - **Emergency Student Sign Out Report**
- **The Safety Committee will convene within 72 hours to debrief**
- **The Safety Ambassador Coordinator will keep a record of all occurrences.**

Lockdown Incident Report

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**

Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information, and resources during your lockdown?**

7. **Are there any recommendations:**

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date:** _____

Date Report Received:_____

AUDEO CHARTER SCHOOL II EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in)When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD **PAGE 1 of __**

Date:	**Time of lockdown:**	**Safety Ambassador lifted lockdown:**
RC/Building:	**Time lockdown lifted:**	**Location of students at Lift:**

PLEASE PRINT

1.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

2.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

3.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

4.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

6.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

7.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

8.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

9.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

11.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

12.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

13.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

14.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

16.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

17.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

18.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

19.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

21.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

22.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

23.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

24.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

25.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

26.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

27.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification
In the event the Administrator of Instructional Services determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification
Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Administrator of Instructional Services of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Administrator of Instructional Services. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Altus SCHOOLS

Fire/Earthquake
Evacuation Drill Report

_____
School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. **Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**
B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
   - **Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
   - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
   - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**
   - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
   - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**
B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
C. **School-employed mental health professionals should be involved in every stage of preparation.**
   - **Prior to the drill, staff should be trained to recognize common trauma reactions.**
   - **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
   - **After completion, staff and students should have access to mental health support, if needed.**
D. **Participation should never be mandatory, and parental consent should be required for all students.**
E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**
6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge**

acquisition.

7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**
8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. **School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.**

Empowerment versus potential harm. **The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or**

voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of

places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.**

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training

level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
   - **Identifies a lead person to coordinate school safety efforts, including drills;**
   - **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;**
   - **Takes a lead in identifying the most appropriate preparedness activities for the school;**
   - **Provides ongoing professional development and training as needed; and**
   - **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**
   - **Identify the types of crisis events most likely to occur,**
   - **Determine the current school culture and climate,**
   - **Map existing resources and capacities of school personnel or school safety teams, and**
   - **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**
   - **Considers financial costs in relation to the likelihood of a particular crisis;**
   - **Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;**
   - **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
   - **Considers the current knowledge and identified needs of the staff; and**
   - **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the school environment, taking into consideration:**
   - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
   - **Age, cognitive, and developmental levels of awareness of students;**
   - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
   - **The capacity, comfort level, and trust among staff;**
   - **Administrative support;**
   - **Optimal timing, including time of year, day of the week, and time of the day;**
   - **Relationships with external partners, law enforcement, and other first responders; and**
   - **The layout of the school building and campus.**

5. **Create a plan of progression that:**

- **Considers whether any previous activities have been conducted in the school;**
- **Starts with simple, low-cost, discussion-based exercises;**
- **Considers all available types of drills;**
- **Identifies specific objectives and goals for the drills; and**
- **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**
   - **Previous traumatic experiences of those involved are considered;**
   - **School staff learn to recognize stressful reactions to drills;**
   - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
   - **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
   - **Adequate follow up is available for students or staff with questions; and**
   - **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**
   - **Informs members of the school community of planned drills and what will be entailed;**
   - **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
   - **Provides opt-out options for staff and students; and**
   - **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**
   - **What additional training is required;**
   - **How the drill integrates with other school safety and crisis prevention efforts;**
   - **How current and previous training and knowledge can be maintained and built upon; and**
   - **When follow-up should be conducted and how often.**

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

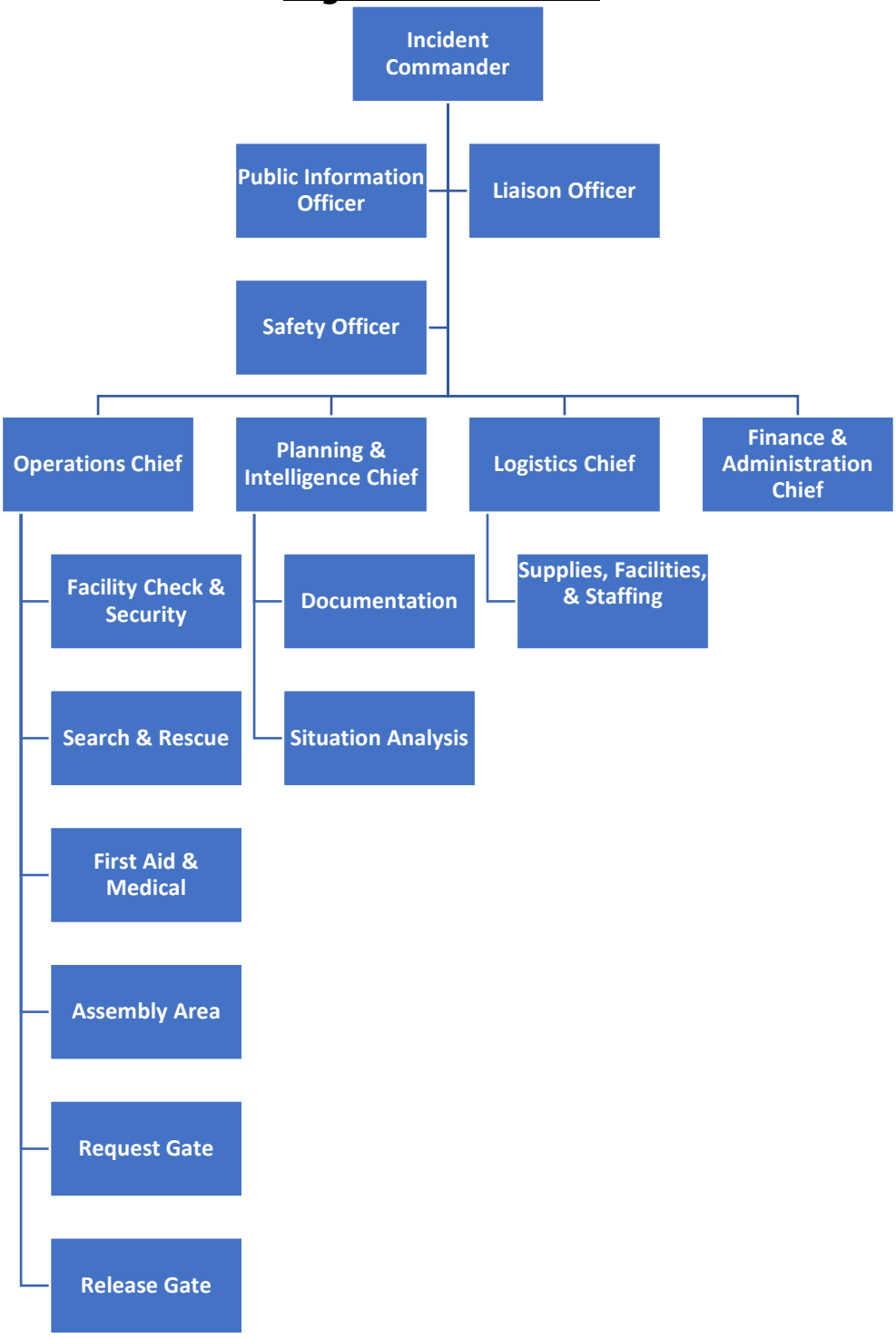
SECTION FOUR

Emergency Plan Roles & Responsibilities

Emergency Plan Roles & Responsibilities

Incident Command Team

Organizational Chart



Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Hayley Beaupre
Angela Neri	Facility Check/Security	Hayley Beaupre
Safety Ambassador by Location	Search & Rescue Team Leader	Hayley Beaupre
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
Administrator of Instructional Services	Assembly Area	Hayley Beaupre
Safety Ambassadors (per location)	Request Point	Hayley Beaupre
Safety Ambassadors (per location)	Release Point	Hayley Beaupre
Hayley Beaupre	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. **Identification vest**
2. **Two-way campus radio**
3. **Paper and pens/pencils**
4. **Job description clipboard**

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. **Once notified of your assignment, put on your vest.**
2. **Check in with the Incident Commander at the Incident Command Post for a situation briefing.**
3. **Check in with your Chief for details and updates associated with your position.**
4. **Obtain necessary equipment and supplies.**
5. **Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:**
    a. **Messages received**
    b. **Actions taken**
    c. **Decision justifications and documentation**
    d. **Requests filled**
    e. **Document missing staff**

Position Deactivation

1. **At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.**
2. **Return equipment and reusable supplies to Logistics.**

Section: Command
Position: Incident Commander

Responsibility:

The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ **Crisis Response Boxes**
- ☐ **Emergency Disaster Kit**
- ☐ **Master keys**
- ☐ **Position-Specific forms**
- ☐ **AM/FM radio (battery)**
- ☐ **Command Post Tray (pens, etc.)**
- ☐ **Emergency Plan**
- ☐ **Tables & chairs (if Command Post is outdoors)**
- ☐ **Job Description Clipboards**
- ☐ **Bull horn**
- ☐ **Staff rosters (2 sets)**
- ☐ **Copies of Forms**

Start-Up:

- ☐ **Assess type and scope of emergency.**
- ☐ **Determine threat to human life and structures.**
- ☐ **Implement Emergency Plan and Emergency Procedures.**
- ☐ **Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.**
- ☐ **Activate functions (assign positions) as needed.**
- ☐ **Fill in Incident Command Team Assignment Form as positions are staffed.**
- ☐ **Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- ☐ **Continue to monitor and assess total school situation:**
- ☐ **View location map periodically for Search & Rescue progress and damage assessment information.**
- ☐ **Check with chiefs for periodic updates.**
- ☐ **Reassign personnel as needed.**
- ☐ **Develop and communicate revised incident action plans as needed.**
- ☐ **Authorize release of information.**
- ☐ **Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**

- ☐ **Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- ☐ **Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."**
- ☐ **Remain on and in charge of your RC until the incident has been resolved.**

After:

- ☐ **Authorize deactivation of sections or units when they are no longer required.**
- ☐ **Deactivate the entire emergency response.**
- ☐ **Ensure that any open actions not yet completed will be taken care of after deactivation.**
- ☐ **Ensure the return of all equipment and reusable supplies to Logistics.**
- ☐ **Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- ☐ **Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command
Position: Safety Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

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

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school *as soon as it is available.*

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ **Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.**
- ☐ **Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)**
- ☐ **Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.**
- ☐ **Advise arriving media that the school is preparing a press release and approximate time of its issue.**
- ☐ **Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.**

During Event:

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

Section: Command
Position: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.**

During Event:

- ☐ **Brief Agency Representatives on current situation, priorities and incident action plan.**
- ☐ **Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.**
- ☐ **Provide periodic update briefings to Agency Representatives, as necessary.**

Section: Operations
Position: Operations Chief

Reports to: Incident Commander

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

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

Section: Operations
Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: **Building Safety Supervisor or others familiar with the school's facilities.**

Responsibility: **Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.**

Special Equipment:

- ☐ **Hard hat**
- ☐ **Work gloves**
- ☐ **Whistle**
- ☐ **Master keys**
- ☐ **Bucket or duffel bag with goggles**
- ☐ **Flashlight**
- ☐ **Dust masks**
- ☐ **Yellow caution tape**
- ☐ **Shutoff tools — for gas & water (crescent wrench)**

Start Up Activities:

- ☐ **Check condition and take along appropriate tools.**

During Event:

- ☐ **As you do the following, observe the campus and report any damage to the Command Post.***
- ☐ **Lock or open gates and major external doors appropriate for the situation.**
- ☐ **Locate/control/extinguish small fires as necessary.**
- ☐ **Check gas meter and, *if gas is leaking,* shut down gas supply.**
- ☐ **Shut down electricity only if building has clear structural damage or advised to do so by Command Post.**
- ☐ **Post yellow caution tape around damaged or hazardous areas.**
- ☐ **Verify that campus is "locked down" and report same to Incident Command Post.**
- ☐ **Advise Incident Command Post of all actions taken for information and proper logging.**
- ☐ **Be sure that the entire campus has been checked for safety hazards and damage.**
- ☐ **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.**

- ☐ **Direct traffic of vehicles of parents, public safety, and media as appropriate.**

Section: Operations
Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ You must be wearing sturdy shoes and long sleeves.
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Teams should be assigned based on available manpower.

During Event:

- ☐ Buddy system: Minimum of 2 persons per team.
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - Follow all operational and safety procedures.
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ You must be wearing sturdy shoes and long sleeves.
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ Teams should be assigned based on available manpower.

During Event:

☐ Buddy system: Minimum of 2 persons per team.
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- Follow all operational and safety procedures.

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: **Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).**

Responsibility: **Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.**

Special Equipment:

- ☐ **Marking pens**
- ☐ **First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides**
- ☐ **Tables & chairs**
- ☐ **Ground cover/tarps**
- ☐ **Forms: Notice of First Aid Care Given Form**
- ☐ **Medical Treatment Victim Log**
- ☐ **Morgue supplies:**
    - **Tags**
    - **Vicks Vapor Rub**
    - **Pens/Pencils**
    - **Plastic tarps**
    - **Plastic trash bags**
    - **Stapler**
    - **Duct tape**
    - **2" cloth tape**

Start-Up Activities:

- ☐ **Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.**
- ☐ **Request assistance from the Crisis Response Team for psychological staff and student needs**
- ☐ **Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.**
- ☐ **Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.**
- ☐ **Assess available inventory of supplies & equipment.**
- ☐ **Review safety procedures and assignments with personnel.**
- ☐ **Establish point of entry ("triage") into treatment area.**
- ☐ **Establish "immediate" and "delayed" treatment areas.**

- ☐ **Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.**
- ☐ **Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:**
- ☐ **If directed, set up morgue area. Verify:**
  - **Tile, concrete, or other cool floor surface**
  - **Accessible to Coroner's vehicle**
  - **Remote from assembly area**
  - **Security: keep unauthorized persons out of morgue.**
  - **Maintain respectful attitude.**

During Event:

- ☐ **Oversee care, treatment, and assessment of patients**
- ☐ **Ensure caregiver and rescuer safety**
  - **Latex gloves for protection from body fluids; replace with new gloves for each new patient.**
- ☐ **Make sure that accurate records are kept.**
- ☐ **Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.**
- ☐ **If needed, request additional personnel from Logistics.**
- ☐ **Brief newly assigned personnel.**
- ☐ **Report deaths immediately to Operations Chief.**
  - **After pronouncement or determination of death:**
  - ***Do not* move the body until directed by Command Post.**
  - ***Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.***
  - **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
  - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
  - **Write the following information on two tags:**
    - **Date and time found.**
    - **Exact location where found.**
    - **Name of decedent, if known.**
    - **If identified—how, when, by whom.**
    - **Name of person filling out tag.**
    - **Attach one tag to body.**
    - **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**
- ☐ **Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**

- ☐ **Keep Operations Chief informed of overall status.**
- ☐ **Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**
- ☐ **Stay alert for communicable diseases and isolate appropriately.**

After:

- ☐ **Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations
Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ Start-Up Activities:
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

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

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ **Staff with minimum of 2 team members per area, if possible.**
- ☐ **One member completes secondary head-to-toe assessment.**
- ☐ **Second member records information on triage tag and treatment records.**
- ☐ **Follow categories: Immediate, Delayed, Dead**

After:

- ☐ **Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.**
- ☐ **Assist in the Critical Incident Stress Debriefing for the staff**

Section: Operations
Position: Assembly Area

Reports to: **Operations Chief**

Staffing Characteristic: **Trained in managing large groups of students**

Responsibility: **Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).**

Special Equipment:

- ☐ **Ground cover and tarps**
- ☐ **First aid kit, water, food, sanitation supplies**
- ☐ **Student activities: books, games, coloring books, etc.**
- ☐ **Forms:**
  - **Student Accounting Form**
  - **Notice of First Aid Care Given Form**

Start-Up Activities:

- ☐ **Request additional personnel, if needed.**
- ☐ **If school is evacuating:**
  - **Verify that the assembly area and routes to it are safe.**
  - **Count or observe the students as they exit, to make sure that all students evacuate.**
  - **Initiate the set-up of portable toilet facilities and hand-washing stations.**

During Event:

- ☐ **Monitor the safety and well-being of the students and staff in the Assembly Area.**
- ☐ **Administer minor first aid as needed.**
- ☐ **Support the Release Gate Unit process by releasing students with appropriate paperwork.**
- ☐ **When necessary, provide water and food to students and staff.**
- ☐ **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.**
- ☐ **Make arrangements to provide shelter for students and staff.**
- ☐ **Arrange activities and keep students reassured.**
- ☐ **Update records of the number of students and staff in the assembly area (or in the buildings).**
- ☐ **Direct all requests for information to the Public Information Officer.**

Section: Operations
Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.

- ☐ **If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.**
- ☐ **Runner takes form(s) to the designated resource center.**

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is with class</u>:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**

<u>If student is not with the class</u>:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to the Command Post.**
- ☐ **Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: **School staff or volunteers**

Responsibility: **Assure proper reunification of student with parent or guardian at the Release Gate.**

Special Equipment:

- ☐ **Stapler**
- ☐ **Signs: Parent Release Gate**
- ☐ **Empty file boxes to use for processed Student Release Forms**

Start-Up Activities:

- ☐ **Secure area against unauthorized access. Mark gate with sign.**
- ☐ **Set up Release Gate away from the Request Gate.**
- ☐ **Assign volunteers to assist, as needed.**

During Event:

- ☐ **Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.**
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**
- ☐ **Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.**

If student is not with the class:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to Incident Command Post.**

- ☐ **Incident Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.**
- ☐ **Parent should be notified of missing student status and escorted to crisis counselor.**
- ☐ **If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- ☐ **If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: **Someone familiar with the school and its occupants**

Responsibility: **Collection, evaluation, documentation, and use of information about the incident.**

Equipment:

- ☐ **File box(es)**
- ☐ **Dry-erase pens and eraser**
- ☐ **Forms:**
  - **Position Log**

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ **As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.**
- ☐ **Assist the Incident Commander in writing Incident Action Plan**

Section: Planning & Intelligence
Position: Documentation

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

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

Situation Analysis:

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

Section: Logistics
Position: Logistics Chief

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Assume the duties of all Logistics positions until staff is available and assigned.
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Audeo Charter School II

RC/Facility Planning Teams
Safety Ambassadors*
2023-2024

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ **Number of students in RC – adhere to student scheduled hours**
- ✓ **Schedule CTR works hours – ensure there are two staff members when opening and closing the RC**
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ **Meet with new resource center staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations**
- ✓ **Keep technology locked and secured**

Instructional Support:

- ✓ **Consistent RC rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR supporting the learning environment**

Compliance:

- ✓ **Safety Drills are mandated to be performed three (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Channel 1)**
- ✓ **Update Resource Center Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**

Resource Center	Safety Ambassador
North Carlsbad	Claire Freeman
South Carlsbad	David Delbrueck

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

2023-2024 SY

Audeo^3 Charter School

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SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Audeo Charter School III.

An "Incident Commander" (with alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

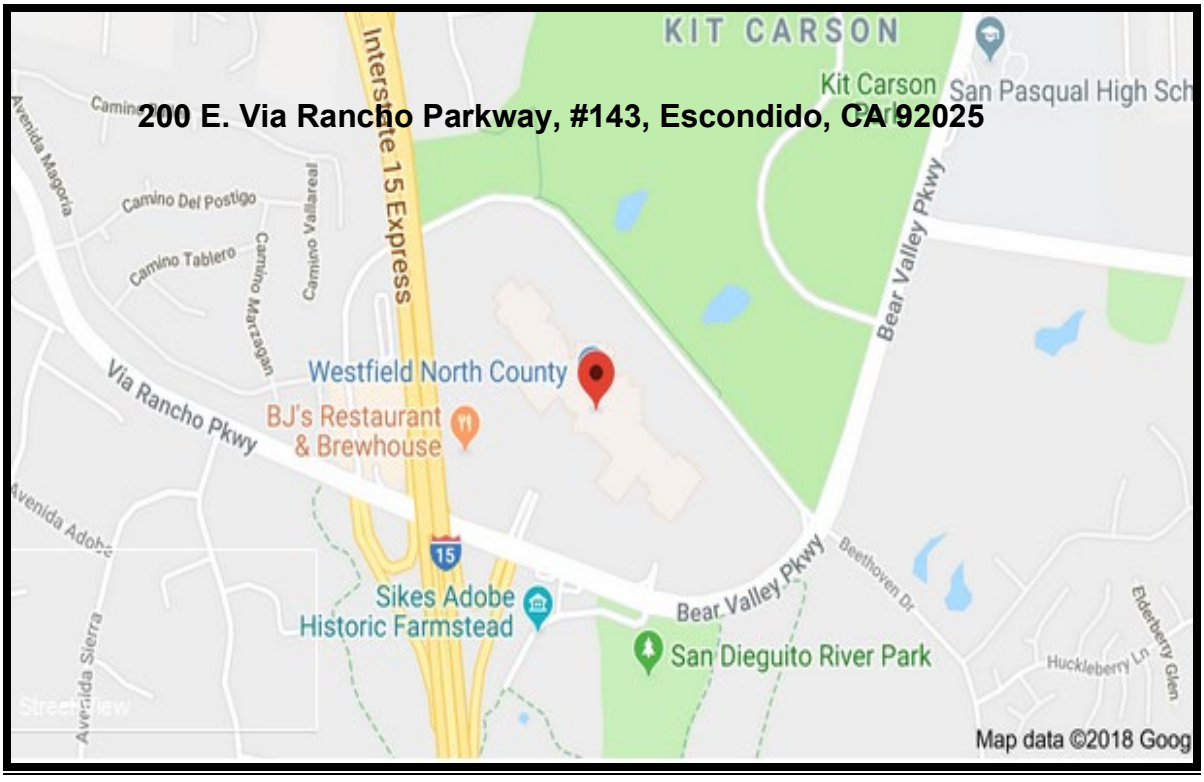
The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

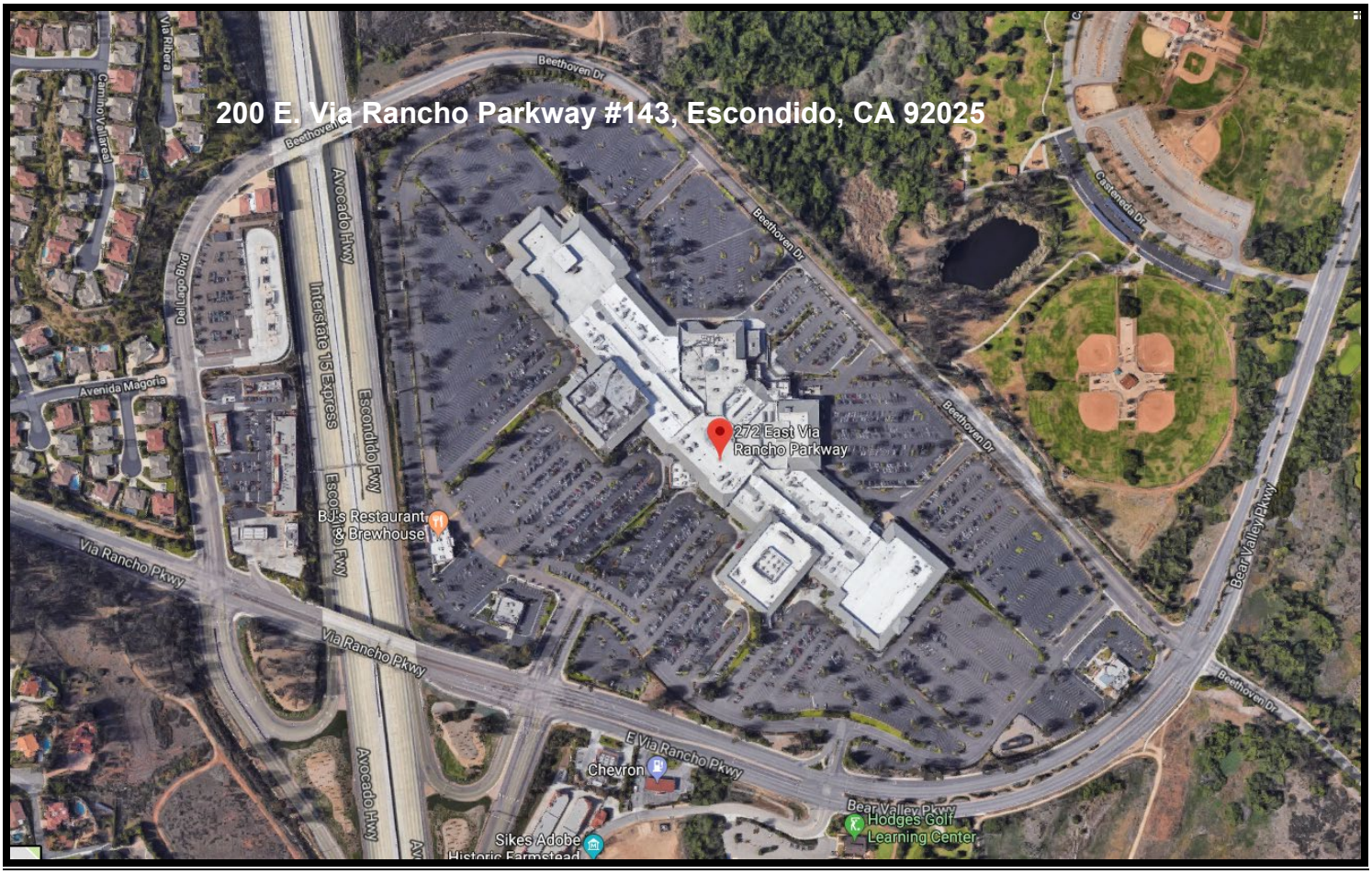
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO
Audeo Charter School III Office/Resource Center Information and Street Map

Location
Office/ Resource Center (RC) Name: Escondido
RC Address: Westfield Mall - 200 E. Via Rancho Parkway, #143 Escondido, CA 92025
(Near Broken Yolk Restaurant by Westfield Back Entrance)
RC Public Phone Number: 858-203-4720
RC Fax Number: 760-639-6484/619-280-8033



Escondido Resource Center Aerial Map



Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Charter School III the crime data indicates that there have been no incidents of the last two years. Audeo III staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	111	23-24yr	138		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Charter School III adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Audeo Charter School III. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	***Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.***
Chief Financial Officer	***Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.***
Director of Operations and Technology	***Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.***
School Coordinator	***Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.***

Operational Overview
Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center
The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Audeo Charter School III defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Audeo Charter School III will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. **Assess situation (to evacuate or secure RC)**

2. **Call 911**

3. **Contact EOT: Communicate essential information**

   ***Example*: Describe the situation – clearly and calmly.**
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?

What have you done so far?
Is anyone hurt? Describe injury.

4. **Gather essential information – keep emergency supplies in one area**

   - **Student emergency binder**
   - **Student roster**
   - **Emergency procedure binder**
   - **Today's sign in sheet**
   - **Backpack, First Aid Kit, Blood borne Pathogen Kit**
   - **Keys**

5. **Reassess situation and roll call**
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. **Give students appraisal of situation**
   Tell them what to do and what is expected.

7. **Re-contact EOT**

8. **Release students as appropriate to authorized individuals.**

9. **Contain remaining students in designated safe area.**

10. **Wait until crisis has passed**

11. **Notify corporate office**

12. **Remaining students will be brought to safe area designated by EOT**

13. **Staff will then be released by EOT**

<u>Resource Center Preparedness Activities</u>

Training programs for staff:

- **Disaster preparedness and scene management classes**
- **Mock disaster drill**
- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**
- **HIV Awareness**

Educational activities:

- **Basic earthquake education**
- **Parent meetings, home preparedness and orientation to RC plan**

Equipment and supplies:

- **Trauma/first aid kits**
- **Bodily fluid cleanup kit**
- **Backpacks for sweep and rescue team**

Aftermath plan:

- **Return school/community to normal**
- **Provide safe place to process event**
- **Plan for resumption of normal activities**

***Drills are scheduled at least three times per year**

Communications

Audeo Charter School III Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

♦ **RC**	**Identify your location**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911** **Orange (Serious)** **Yellow (Potential – advisement)**
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In class, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Procedure

- **Superintendent will declare need for emergency action.**
- **Superintendent, manager and any designated support staff prepare ParentSquare telephone message and E-mail message.**
- **Superintendent notifies Audeo Charter School III Board of Directors.**
- **Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.**
- **When schools are not in session, it may be necessary to call employees at home.**
- **Callers must report to the Superintendent's office by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.**

- **Share all information on the operation of the telephone tree with support staff at your RC.**
- **Make copies of the tree information and give to appropriate staff.**
- **It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.**

Sample Emergency Call

Resource Center	**This is a code Orange. There are approximately 6 male students assembled on the South side of Via Rancho Parkway, across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.**
Central	**I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.**

Resource Center

- **Remember, speak calmly and slowly.**
- **Tend to the business at hand and keep Central informed. STAY CALM.**
- **If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency, the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Audeo Charter School III administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Audeo Charter School III to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- **Do not aggressively confront any individual or group.**
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. **<u>Receive Communication.</u>**

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of an Audeo Charter School III emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. **<u>Ascertain the level of emergency and degree of danger.</u>**

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Audeo Charter School III Administrative Office to alert them to the emergency.

3. **<u>Assist in the implementation of the action plan worked out with the RC.</u>**

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. **<u>Log call.</u>**

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **X Keep an "Epi" pen in the school office and notify staff as to location.**
- **X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

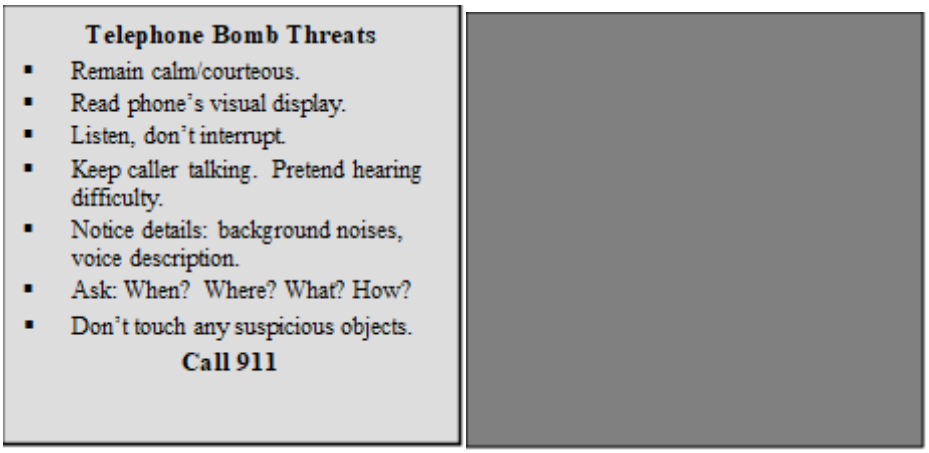
- X **Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X **Move up-wind from the potential danger.**
- X **Call 911. Provide exact location and nature of emergency.**
- X **Designate security team to isolate and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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- X **Note the manner in which the threat was delivered, where it was found and who found it.**
- X **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.**
- X **Caution students against picking up or touching any strange objects or packages.**
- X **Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X 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.
- X 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.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Issue STAND BY instruction. Determine if evacuation is required.
- **X** Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.
- **X** Delegate a search team to assure that all students have been evacuated.
- **X** Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- **X** Monitor local AM radio weather station for flood information.
- **X** Notify the Director of Operations and Technology of school status and action taken.
- **X** Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- **X** If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- **X** Remain with students throughout the evacuation process.
- **X** Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- **X** Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- **X** **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- **X** **Alert the School Coordinator/Safety Ambassador.**
- **X** **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X** **Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- **X** **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- **X** **Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- **X** Notify utility company. Provide the following information:
- **X** Determine length of time service will be interrupted.
- **X** Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- **X** If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- **X** Use messengers with oral or written word as an alternate means of faculty notification.
- **X** Notify District Office of loss of service.
- **X** Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

X **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

X **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.**

X **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.**

X **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.**

X **Facilitate a meeting with student(s) and family to review expectations.**

X **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

X **If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

X **Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.**

X **Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.**

X **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Keep the individual under continuous adult supervision.
- **X** Keep the individual in the resource center until parent/guardian has been notified.
- **X** Arrange appropriate support services for necessary care of individual.
- **X** 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).
- **X** School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- **X** Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- **X** Provide follow-up collaborative support for the student and parents (as indicated) within the school
- **X** Develop a safety plan prior to the student's return to school.
- **X** Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- **X** Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- **X** Notify School Coordinator/Safety Ambassador.
- **X** Notify school nurse, school psychologist, counselor or social worker.
- **X** Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

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

STAFF ACTIONS:

- **X Initiate DROP, COVER AND HOLD ON.**
- **X If explosion occurred inside the resource center, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.**
- **X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.**
- **X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**
- **X Render first aid as necessary.**

X **Do not return to the resource center until the emergency response personnel determine it is safe to do so.**

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

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

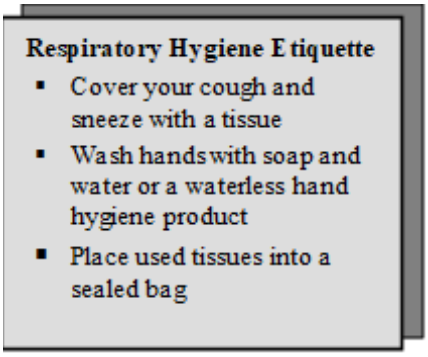
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- **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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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



STAFF and STUDENT ACTIONS:

- x **Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- x **Practice "respiratory hygiene etiquette".**
- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**
        - **<u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.**

- **Place terrain and buildings between you and the assailant to cover your escape.**
- **Keep going until you are certain you are out of danger.**
- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call (insert phone #) to report your location and obtain instructions.**

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- **Lock the doors**
- **Close and lock windows and close blinds or cover windows;**
- **Turn off lights;**
- **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
- **Silence all electronic devices;**
- **Remain silent;**
- **Position occupants spread out and out of line of site from room entrance.**
- **Prepare to take action if the assailant attempts to get in the room;**
- **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
- **Call 911 as soon as it is safe to do so.**
- **Remain in place until evacuated by identifiable law enforcement officers.**

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- **If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.**
  - **Construct a strong barricade.**
  - **If you have another way out (a window or back door) use it while the assailant is attempting to get in.**
  - **If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.**
    - **a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)**
- **Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.**

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- **State the emergency: "I hear gunfire." "I saw..."**
  - **Give information on people who are wounded.**
- **Location of the assailant (if known):**
- **Description of the assailant (if known):**

- **Your precise location: "room __"**
- **The number of children with you:**

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- ***Run*** **– If you encounter injured persons while you are trying to get out of danger…**
  - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

- ***Hide*** **– If someone is injured where you are hiding, secure the room before tending to the wounded.**
  - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

- ***Fight*** **– This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
  - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
  - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

b. <u>Law Enforcement</u>: If you encounter law enforcement officers…

- **Immediately raise your hands in the air and display your open palms.**
- **Don't run up to officers or attempt to hug or talk to them.**
- **Don't talk unless they ask you a question.**
- **Do exactly what they tell you to do.**

c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:

- **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**
- **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

d. <u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**
    - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
  - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.**
    - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
  - **Assist police in entering the school;**
  - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
  - **The Operations Section should prepare an emergency evacuation area for reunification.**
    - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
    - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
    - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
    - **Vans should be placed on standby for evacuation.**
    - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
  - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**
  - **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
  - **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**

- **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

Goal 1 Objectives

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Develop a clear chain of command with staff**

Goal 2 Objectives

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**

Goal 3 Objectives

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
e) **Maintain an adequate supply of fire extinguishers**
f) **Ensure proper maintenance of fire prevention equipment**

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**
b) **Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans**

Goal 2 Actions

a) **Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**

Goal 3 Actions

a) **Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan**
b) **Ensure combustible materials are stored in fireproof containers**
c) **Hold fire extinguisher training for staff**
d) **Ensure adequate supply of fire extinguishers are appropriately maintained**
e) **Hold required number of fire drills and vary the situation to improve staff and student response**

STAFF ACTIONS

Goal 2 Actions

a) **Take fire extinguisher training or read about/watch video on how to use a fire extinguisher**
b) **Read any fire prevention and wildfire response materials provided by administration**

Goal 3 Actions

a) **Participate and lead students in fire drills**
b) **Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school**
c) **Become familiar with and only use Fire Marshall approved fire retardant classroom decorations**

DURING

Goals:

1. **While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions**

Objective(s):

Goal 1 Objectives

a) **Conduct appropriate wildfire response actions in a timely manner**
b) **Conduct accountability procedures in a timely manner**
c) **Activate school location Incident Command Team, as necessary**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Work with the district office, local fire department and other responders to determine best course of action**
b) **Use the "Wildfire Evacuation Decision Tree" following this section.**
c) **Communicate plan of action to staff and students:**
   - **voluntary evacuation**
   - **early dismissal**
   - **mandatory evacuation**
   - **shelter-in-place**
   - **resource center closure**

d) **Consider the following while implementing response action**
   - **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
   - **Food and water**
   - **Transportation**
   - **Security and Safety**
   - **Communications**

e) **Contact families to notify of planned course of action**
f) **Activate school Incident Command Team, as necessary**
   - **Reunification Team**

g) **Ensure all staff and students are accounted for**
h) **Ensure that access roads are kept open for emergency vehicles**

i) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

j) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting resource centers/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) **Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure**

b) **If evacuating or sheltering-in-place, take emergency backpack and student kits**

c) **Maintain control of the students a safe distance from the fire and firefighting equipment**

d) **Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel**

e) **Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family**

f) **Serve in any designated position on the Incident Command Team**

Shut resource center or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. **Effectively communicate to all stakeholders**
2. **Determine response strengths, areas from improvement and steps to improvement**

Objective(s):

Goal 1 Objectives

a) **Provide information to staff, parents, and students**
b) **Provide information to district office**

Goal 2 Objectives

a) **Conduct After-Action Report process**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) **Provide critical information to the district office in order to develop effective key messages**
b) **Work with appropriate district department to write messages to inform parents, staff and the community about what happened**
c) **Work with appropriate district department to draft talking points for phone calls and media requests**

Goal 2 Actions

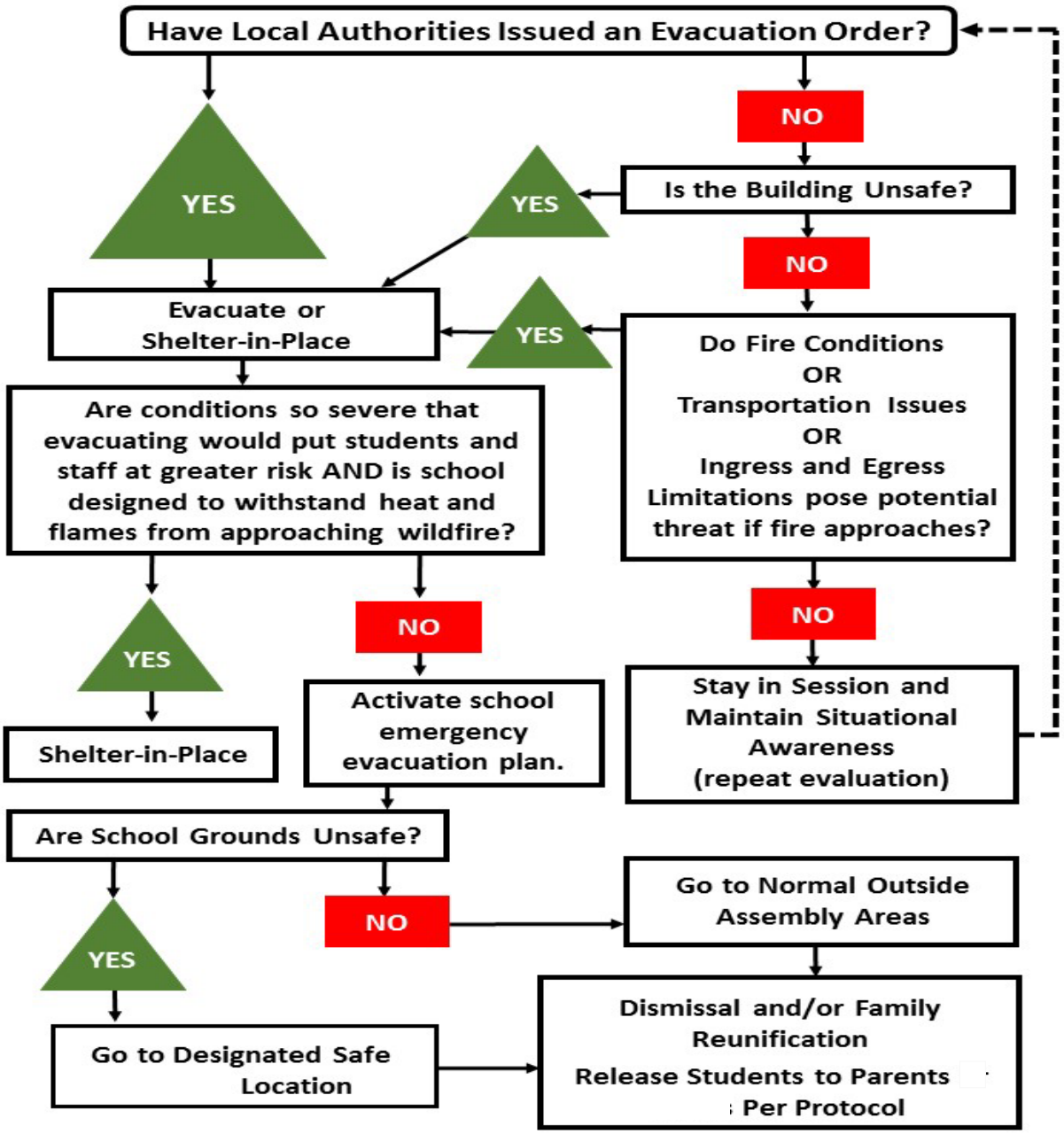
a) **Conduct an after-action report process and implement necessary actions for improving future responses**
b) **Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response**
c) **Identify steps to improve future responses**
d) **Implement steps to improvement**

STAFF ACTIONS

Goal 2 Actions

a) **Participate in the after-action report process**
a) **Participate in any determined corrective actions discovered in the after-actions process**

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Charter School III has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Charter School III's primary goal in the fight against opioids and fentanyl use is prevention.
Audeo Charter School III will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**
- **For students, instruct staff member to contact the parent/guardian or emergency contact on file.**

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

Audeo Charter School III uses intranasal spray.

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

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

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

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

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

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

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

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

STEP 4: SUPPORT THE PERSON'S BREATHING

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

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE

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

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

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness,

tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

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

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

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

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

STEP 6: ADDITIONAL SUPPORT

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

shall state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

n) **Harassed, threatened, or intimidated a student who is a complaining witness or**

witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

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

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

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

1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate**

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

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.**

2. **Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person**

or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**
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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

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

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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 anddocumentary evidence on the student's behalf including witnesses.**

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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.**

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no

decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

Charter School shall maintain records of all student suspensions and expulsions at Charter School .

Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best

interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

c. **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;**

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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.

Notification to Staff of Dangerous Students

a. **The administration will inform the School Coordinator of information received from the court and the Probation Department. The Audeo Charter School III School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Audeo Charter School III is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Charter School III shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Audeo Charter School III may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-2056 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2050.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

Loitering Law Compliance

SY 2023-2024

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- **On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.**
- **On scheduled school days, students may travel to and from school without parental or guardian accompaniment.**
- **Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.**

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- **Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.**
- **If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.**
- **When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.**

Exceptions *may include*:

- **A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.**
- **Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.**

- **A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.**
- **A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.**
- **A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.**

Definitions

- **"Adult" means any person twenty-one (21) years of age and older.**
- **"Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.**
- **"Establishment" means any privately- owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.**
- **"Juvenile" means any person under eighteen (18) years of age.**
- **"Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.**
- **"Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.**
- **"Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.**

I have read and understand this notice. My student and I will obey the laws.

Student:_____
Date:_____

Parent:_____
Date:_____

Going to and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Charter School III students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Audeo Charter School III students and parents to help prepare all Audeo Charter School III students for a safer journey.

1. **Every Audeo Charter School III student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions,**

students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a school staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the resource center.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Audeo Charter School III staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan**
- **Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using class sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Audeo Charter School III is and will remain a safe place for students and adults.

Audeo Charter School III staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Audeo Charter School III.**

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Charter School III will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- **Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Child Abuse Reporting Procedures

All Audeo Charter School III certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Charter School III employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please

continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412

2. Send the original to School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111

2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or

its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

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

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Escondido Police	911	760-839-9111
Escondido Fire	911	760-839-5400
Escondido Utilities	911	760-839-4668
SD County Office of Emergency Services	858-565-3490	
San Diego Gas & Electric	1-800-611-7343	1-800-411-7343

INTERNAL CONTACTS FOR AUDEO CHARTER SCHOOL III:

CONTACT	EMERGENCY	NON-EMERGENCY
Audeo Charter School III Safety Coordinator	619-757-0028	858-678-2045 Business Office
Audeo III School Coordinator	619-957-8779	858-678-2056 Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ **Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Bull Horn – recommend a minimum of one**
- ☑ **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)**
- ☑ **Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.**
- ☑ **Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- ☑ **Rosters - recommend a minimum of one set per room sorted by alphabet**
- ☑ **Steno Pads (5x7) – recommend one per Incident Command Team member (17)**
- ☑ **Pencils & Pens - recommend one each per Incident Command Team member (34)**
- ☑ **Copies of Forms**
- ☑ **Chalk - recommend twenty-five sticks, red in color**
- ☑ **3x5 Cards – recommend one hundred**
- ☑ **Department or Placards**
- ☑ **First Aid & Medical Team Supplies**
- ☑ **Search and Rescue Team Supplies**
- ☑ **Vests for Key Personnel – recommend a total of 17 for Incident Command Team members**

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ **Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- ☑ **Current map of resource center layout. Map must show all buildings, RC numbers, and evacuation routes.**
- ☑ **Most current blueprint (architectural drawings).**
- ☑ **Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.**
- ☑ **A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.**
- ☑ **If available, current student photos on CD-ROM or most recent year book.**
- ☑ **Telephone numbers listed in numerical order for each RC/building.**

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

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

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties**
    - **Safety Officer - ensures that all activities are conducted in as safe a manner as possible**
    - **Public Information Officer – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available**
    - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
    - **Resource Center Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander**
    - **Search & Rescue Leader and Team – checks RC for damage, rescues victims, and reports RC conditions**
    - **First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)**
    - **Student/Parent Reunification**
        - **Assembly Area – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)**
        - **Request Gate – processes requests by parents or authorized adults for release of students**
        - **Release Gate – releases student to parent or authorized adult**

- **Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident**
    - **Documentation – collects, evaluates, and documents event**
    - **Situation Analysis – assesses the overall incident**
- **Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services**
    - **Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response**
- **Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability**

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE
EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification
The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Evacuation Locations

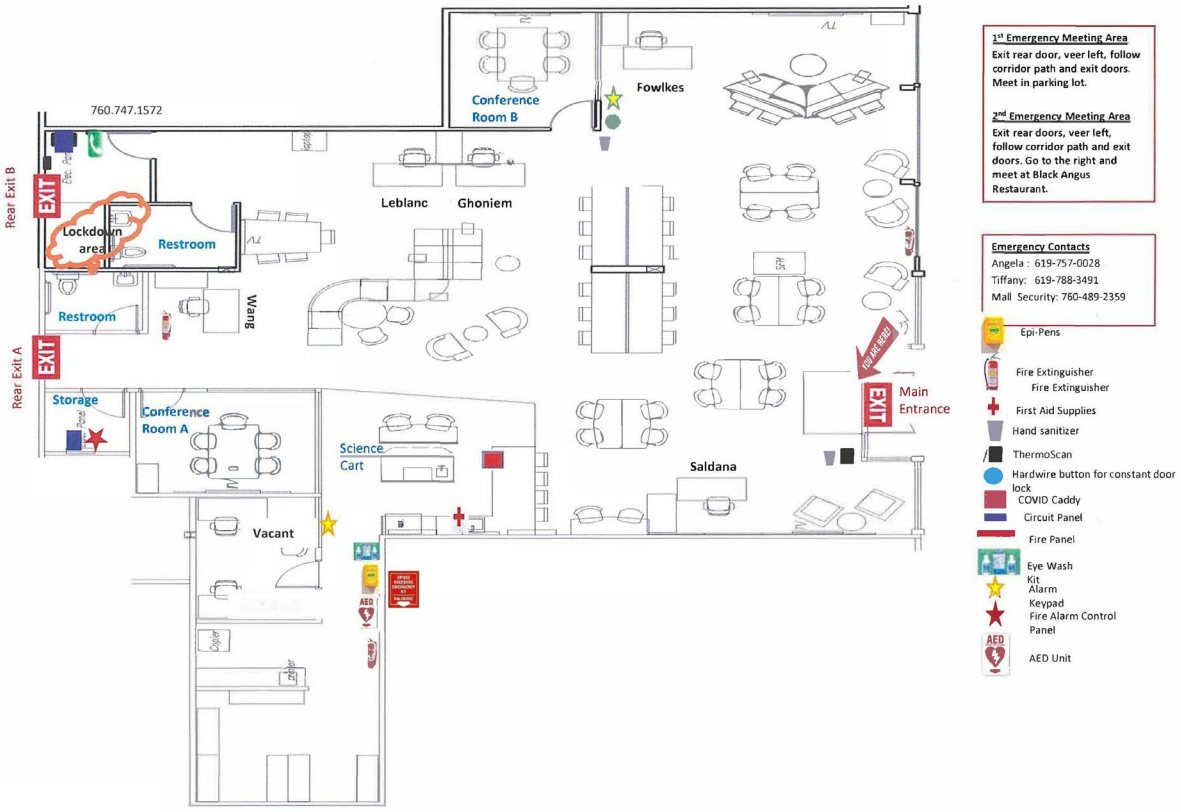
In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

Escondido: 200 (272) E Via Rancho Parkway, Space 143 Escondido, CA 92025
Cross Street: Bear Valley Parkway South and Beethoven Dr. (beside JC Penney)
Meeting Area: Parking Lot Outside Rear Door then to JC Penney Parking Lot



Escondido Plan

Escondido Resource Center ▪ 200 East Via Rancho Parkway, Suite 143, Escondido, CA 92025
858-678-2050



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near an Audeo Charter School III RC endangers student or staff safety, Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. **A teacher or designee will declare "this is a lockdown" alerting staff and students in a calm manner.**
2. **All students and staff remain in their RC or offices.**
3. **All RC doors and windows are to be closed and locked.**
4. **All window blinds should be drawn or closed.**
5. **A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.**
6. **Safety Ambassador or designee will call/email Executive Safety Committee.**
7. **A staff member will take a head count of ALL persons in RC/building**
8. **A staff member will use the attached Sign In sheet for ALL persons on location.**
9. **All lights should be turned off (as needed)**
10. **A member of the Audeo Charter School III Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
    ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.
11. ***No one is permitted to leave and no one, including a parent, is allowed in the RC.***
12. **Students and staff will remain quiet and calm.**
13. **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.**
14. **First aid will be rendered by staff as necessary.**
15. **Resource Center staff should defer media statements to the Communications Department.**

Only a member of the Audeo Charter School III Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- **Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.**

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- **Authorities inform the school or RC of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**
- **The execution of a high-risk search or arrest warrant.**

- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a RC.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as school and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.**
- **Parents will be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**
- **Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.**

Following Lockdown:

- **The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:**
    - **Lockdown Incident Report Form**
    - **Emergency Sign-In Report**
    - **Emergency Student Sign Out Report**
- **The Safety Committee will convene within 72 hours to debrief**
- **The Safety Ambassador Coordinator will keep a record of all occurrences.**

Lockdown Incident Report

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information, and resources during your lockdown?**

7. **Are there any recommendations:**

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ Date: _____

Date Report Received: _____

AUDEO CHARTER SCHOOL III EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in) ***When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.***

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

6.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

7.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

8.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

9.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

11.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

12.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

13.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

14.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

16.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

17.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

18.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

19.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

21.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

22.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

23.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

24.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD **PAGE 6 of __**

25.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

26.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

27.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification
In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations and Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification
Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Altus SCHOOLS

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. **Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**
B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
   - **Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
   - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
   - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**
   - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
   - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**
B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
C. **School-employed mental health professionals should be involved in every stage of preparation.**
   - **Prior to the drill, staff should be trained to recognize common trauma reactions.**
   - **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
   - **After completion, staff and students should have access to mental health support, if needed.**
D. **Participation should never be mandatory, and parental consent should be required for all students.**
E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**
6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**

8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. **School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.**

Empowerment versus potential harm. **The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.**

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with

simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.**

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
   - **Identifies a lead person to coordinate school safety efforts, including drills;**
   - **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;**
   - **Takes a lead in identifying the most appropriate preparedness activities for the school;**
   - **Provides ongoing professional development and training as needed; and**
   - **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**
   - **Identify the types of crisis events most likely to occur,**
   - **Determine the current school culture and climate,**
   - **Map existing resources and capacities of school personnel or school safety teams, and**
   - **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**
   - **Considers financial costs in relation to the likelihood of a particular crisis;**

- **Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;**
- **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
- **Considers the current knowledge and identified needs of the staff; and**
- **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the school environment, taking into consideration:**
   - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
   - **Age, cognitive, and developmental levels of awareness of students;**
   - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
   - **The capacity, comfort level, and trust among staff;**
   - **Administrative support;**
   - **Optimal timing, including time of year, day of the week, and time of the day;**
   - **Relationships with external partners, law enforcement, and other first responders; and**
   - **The layout of the school building and campus.**

5. **Create a plan of progression that:**
   - **Considers whether any previous activities have been conducted in the school;**
   - **Starts with simple, low-cost, discussion-based exercises;**
   - **Considers all available types of drills;**
   - **Identifies specific objectives and goals for the drills; and**
   - **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**
   - **Previous traumatic experiences of those involved are considered;**
   - **School staff learn to recognize stressful reactions to drills;**
   - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
   - **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
   - **Adequate follow up is available for students or staff with questions; and**
   - **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**
   - **Informs members of the school community of planned drills and what will be entailed;**
   - **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
   - **Provides opt-out options for staff and students; and**
   - **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**
   - **What additional training is required;**
   - **How the drill integrates with other school safety and crisis prevention efforts;**
   - **How current and previous training and knowledge can be maintained and built upon; and**
   - **When follow-up should be conducted and how often.**

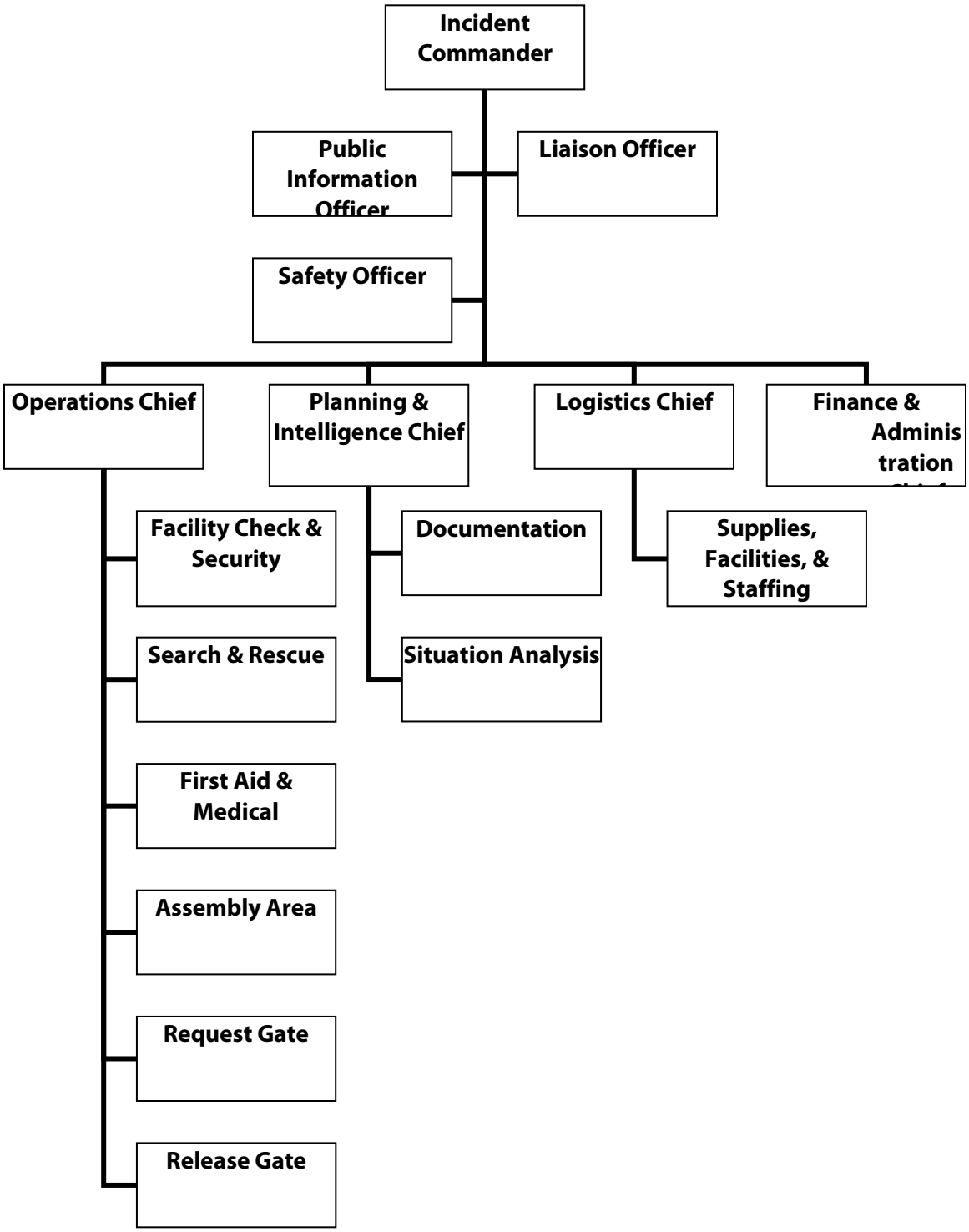
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



Incident Command Team Assignments

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Sharnita Moore
Angela Neri	Facility Check/Security	Sharnita Moore
Safety Ambassador by Location	Search & Rescue Team Leader	Sharnita Moore
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Sharnita Moore
Safety Ambassadors (per location)	Request Point	Sharnita Moore
Safety Ambassadors (per location)	Release Point	Sharnita Moore
Sharnita Moore	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. **Identification vest**
2. **Two-way campus radio**
3. **Paper and pens/pencils**
4. **Job description clipboard**

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. **Once notified of your assignment, put on your vest.**
2. **Check in with the Incident Commander at the Incident Command Post for a situation briefing.**
3. **Check in with your Chief for details and updates associated with your position.**
4. **Obtain necessary equipment and supplies.**
5. **Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:**
    a. **Messages received**
    b. **Actions taken**
    c. **Decision justifications and documentation**
    d. **Requests filled**
    e. **Document missing staff**

Position Deactivation

1. **At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.**
2. **Return equipment and reusable supplies to Logistics.**

Section: Command
Position: Incident Commander

Responsibility:

The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ **Crisis Response Boxes**
- ☐ **Emergency Disaster Kit**
- ☐ **Master keys**
- ☐ **Position-Specific forms**
- ☐ **AM/FM radio (battery)**
- ☐ **Command Post Tray (pens, etc.)**
- ☐ **Emergency Plan**
- ☐ **Tables & chairs (if Command Post is outdoors)**
- ☐ **Job Description Clipboards**
- ☐ **Bull horn**
- ☐ **Staff rosters (2 sets)**
- ☐ **Copies of Forms**

Start-Up:

- ☐ **Assess type and scope of emergency.**
- ☐ **Determine threat to human life and structures.**
- ☐ **Implement Emergency Plan and Emergency Procedures.**
- ☐ **Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.**
- ☐ **Activate functions (assign positions) as needed.**
- ☐ **Fill in Incident Command Team Assignment Form as positions are staffed.**
- ☐ **Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- ☐ **Continue to monitor and assess total school situation:**
- ☐ **View location map periodically for Search & Rescue progress and damage assessment information.**
- ☐ **Check with chiefs for periodic updates.**
- ☐ **Reassign personnel as needed.**
- ☐ **Develop and communicate revised incident action plans as needed.**
- ☐ **Authorize release of information.**
- ☐ **Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**

- ☐ **Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- ☐ **Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."**
- ☐ **Remain on and in charge of your RC until the incident has been resolved.**

After:

- ☐ **Authorize deactivation of sections or units when they are no longer required.**
- ☐ **Deactivate the entire emergency response.**
- ☐ **Ensure that any open actions not yet completed will be taken care of after deactivation.**
- ☐ **Ensure the return of all equipment and reusable supplies to Logistics.**
- ☐ **Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- ☐ **Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command
Position: Safety Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

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

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school *as soon as it is available.*

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ Battery operated AM/FM radio
- ☐ Marking pens
- ☐ Scotch tape/masking tape
- ☐ Forms:
  - Public Information Release Worksheet
  - School Accountability Report Card
- ☐ Scissors
- ☐ School map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- ☐ Tape recorder and tapes

Start-Up Activities:

- ☐ **Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.**
- ☐ **Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)**
- ☐ **Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.**
- ☐ **Advise arriving media that the school is preparing a press release and approximate time of its issue.**
- ☐ **Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.**

During Event:

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

Section: Command
Position: Liaison Officer

Reports to: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
- ☐ Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- ☐ Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations
Position: Operations Chief

Reports to: Incident Commander

Staffing Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- ☐ Search & Rescue equipment
- ☐ Maps: See Crisis Response Box

During Event:

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

Section: Operations
Position: Facility Check & Security

Reports to: Operations Chief

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, *if gas is leaking,* shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

- ☐ **Direct traffic of vehicles of parents, public safety, and media as appropriate.**

Section: Operations
Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ You must be wearing sturdy shoes and long sleeves.
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ Teams should be assigned based on available manpower.

During Event:

☐ Buddy system: Minimum of 2 persons per team.
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- Follow all operational and safety procedures.

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ You must be wearing sturdy shoes and long sleeves.
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ Teams should be assigned based on available manpower.

During Event:

☐ Buddy system: Minimum of 2 persons per team.
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- Follow all operational and safety procedures.

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- ☐ Marking pens
- ☐ First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- ☐ Tables & chairs
- ☐ Ground cover/tarps
- ☐ Forms: Notice of First Aid Care Given Form
- ☐ Medical Treatment Victim Log
- ☐ Morgue supplies:
    - Tags
    - Vicks Vapor Rub
    - Pens/Pencils
    - Plastic tarps
    - Plastic trash bags
    - Stapler
    - Duct tape
    - 2" cloth tape

Start-Up Activities:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Request assistance from the Crisis Response Team for psychological staff and student needs
- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.

- ☐ **Establish "immediate" and "delayed" treatment areas.**
- ☐ **Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.**
- ☐ **Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:**
- ☐ **If directed, set up morgue area. Verify:**
  - **Tile, concrete, or other cool floor surface**
  - **Accessible to Coroner's vehicle**
  - **Remote from assembly area**
  - **Security: keep unauthorized persons out of morgue.**
  - **Maintain respectful attitude.**

During Event:

- ☐ **Oversee care, treatment, and assessment of patients**
- ☐ **Ensure caregiver and rescuer safety**
  - **Latex gloves for protection from body fluids; replace with new gloves for each new patient.**
- ☐ **Make sure that accurate records are kept.**
- ☐ **Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.**
- ☐ **If needed, request additional personnel from Logistics.**
- ☐ **Brief newly assigned personnel.**
- ☐ **Report deaths immediately to Operations Chief.**
  - **After pronouncement or determination of death:**
  - ***Do not* move the body until directed by Command Post.**
  - ***Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.***
  - **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
  - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
  - **Write the following information on two tags:**
    - **Date and time found.**
    - **Exact location where found.**
    - **Name of decedent, if known.**
    - **If identified—how, when, by whom.**
    - **Name of person filling out tag.**
    - **Attach one tag to body.**
    - **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**
- ☐ **Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**

- ☐ **Keep Operations Chief informed of overall status.**
- ☐ **Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**
- ☐ **Stay alert for communicable diseases and isolate appropriately.**

After:

- ☐ **Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations
Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ Start-Up Activities:
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

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

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ **Staff with minimum of 2 team members per area, if possible.**
- ☐ **One member completes secondary head-to-toe assessment.**
- ☐ **Second member records information on triage tag and treatment records.**
- ☐ **Follow categories: Immediate, Delayed, Dead**

After:

- ☐ **Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.**
- ☐ **Assist in the Critical Incident Stress Debriefing for the staff**

Section: Operations
Position: Assembly Area

Reports to: Operations Chief

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.

- ☐ **If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.**
- ☐ **Runner takes form(s) to the designated resource center.**

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is with class</u>:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**

<u>If student is not with the class</u>:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to the Command Post.**
- ☐ **Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- ☐ Stapler
- ☐ Signs: Parent Release Gate
- ☐ Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Release Gate away from the Request Gate.
- ☐ Assign volunteers to assist, as needed.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ *"Absent"* if student was never in school that day.
- ☐ *"First Aid"* if student is in First Aid & Medical Treatment Area.
- ☐ *"Missing"* if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to Incident Command Post.

- ☐ **Incident Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.**
- ☐ **Parent should be notified of missing student status and escorted to crisis counselor.**
- ☐ **If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- ☐ **If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- ☐ File box(es)
- ☐ Dry-erase pens and eraser
- ☐ Forms:
  - Position Log

During Event:

- ☐ Assume the duties of all Planning Section positions until staff is available and assigned.
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence
Position: Documentation

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

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

Situation Analysis:

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

Section: Logistics
Position: Logistics Chief

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility with all emergency supplies stored.
- ☐ Forms:
  - Status Report
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Assume the duties of all Logistics positions until staff is available and assigned.
- ☐ Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of cargo container, supplies and equipment.

After:

- ☐ Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Audeo Charter School III

RC/Facility Planning Teams
Safety Ambassador*
2023-2024

The designated Ambassador is responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ **Number of students in RC – adhere to student scheduled hours**
- ✓ **Schedule CTR works hours – ensure there are two staff members when opening and closing the RC**
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ **Meet with new resource center staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations**
- ✓ **Keep technology locked and secured**

Instructional Support:

- ✓ **Consistent RC rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR supporting the learning environment**

Compliance:

- ✓ **Safety Drills are mandated to be performed three (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Channel 1)**
- ✓ **Update Resource Center Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**

Resource Center	Safety Ambassador
Escondido	David Saldana

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

2023-2024 SY

Audeo Valley Charter School

Quick Glance Reference

NOTIFICATION SYSTEM

FIRE Notification Method is – Series of short beeps followed by verbal instructions

EARTHQUAKE DRILL Notification Method is – Continuous long beep followed by verbal instructions

LOCKDOWN Notification Method is – Lights being turned off, followed by verbal instructions

SHELTER-IN-PLACE Notification Method is – 3 short beeps, 3 long beeps followed by verbal instructions

ALL-CLEAR Notification Method is – Series of long beeps followed by verbal instructions

(NOTIFICATION SYSTEMS VARY AT EACH LOCATION. MINIMUM REQUIREMENTS COVER FIRE, EARTHQUAKE, LOCKDOWN, SHELTER-IN-PLACE, AND ALL-CLEAR TO RETURN)

INCIDENT COMMAND TEAM PERSONNEL – MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and HR Administrator
Operations and HR Administrator	Operations Chief	Budget and financial Analyst
Chief Financial Officer	Planning & Intelligence Chief	Data and Assessment Coordinator
Chief Financial Officer	Logistics Chief	Data and Assessment Coordinator
Budget and Financial Analyst	Finance & Administration Chief	Chief Financial Officer

(SUBORDINATE ASSIGNMENTS CAN BE FOUND ON PAGE 115)

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SECTION ONE
Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and the Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine if the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this site. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

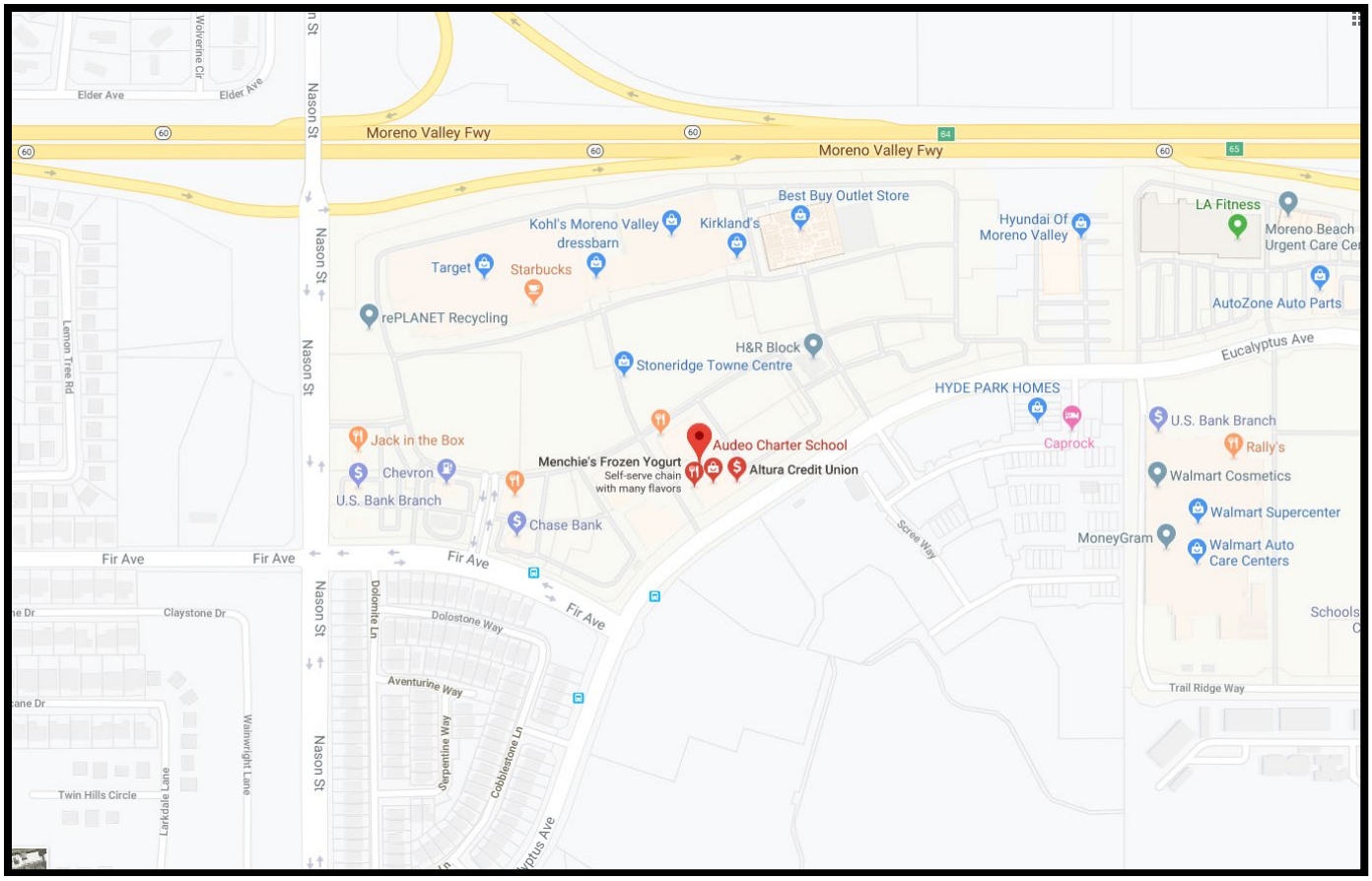
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Office/Site Information and Street Map

Facility Information and Street/Aerial Maps

Location/Site Name: Moreno Valley
Office/Site Address: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555
Located in the Target Super Complex, next to Altura Credit Union
Office/Site Public Phone Number: 858-678-2050
Office/Site Direct Phone Numbers: 951-924-4964
Office/Site Fax Number: 951-242-6722



Moreno Valley Aerial Map



Hazard Assessment Summary

Information will be included here on any incidents that may occur during the previous school years.

Assessment of School Crime

In assessing the crime rate for the last two school years at Audeo Valley Charter School, the crime data indicates that there have been no incidents of the last two years. Audeo Valley staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	239	23-24yr	241		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Audeo Valley Charter School adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Safety Coordinator will serve as the primary notification point for emergencies at this site. The primary or alternate Incident Commander will notify the Safety Ambassadors. Once notified, they will begin contacting public safety officers to assist the Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn site staff. Methods for notifying staff include: Telephone – Landline and/or cellular, site radio, Runners – staff and/or students, Siren System – Siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this site. Additional information is found in the School Emergency Procedure.

The Safety Coordinator will conduct an initial assessment based on available information and will advise the Incident Commander and Office of the Superintendent of the recommended actions to be taken. However, if the emergency requires immediate action, the Safety Coordinator will initiate the appropriate warnings and notifications to public safety responders without delay.

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

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Moreno Valley Police	911	951-247-8700
Moreno Valley Fire	911	951-242-3101
Riverside County Fire Department	911	951-924-6860
Moreno Valley Electric	911	844-341-6469

INTERNAL CONTACTS FOR AUDEO VALLEY CHARTER SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Life or Limb Threatening		
Primary Contact: School Coordinator	**619-957-8779**	**858-678-2042 Business Office**
Audeo Valley Safety Coordinator	**619-757-0028**	**858-678-2045 Business Office**
Facilities Emergency Maintenance	**619-757-0028**	**858-678-2045 Business Office**
Communications Office	**858-678-4811**	

Emergency Resource Information

Emergency Disaster Kit

This site maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. Site personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ **Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Bull Horn – recommend a minimum of one**
- ☑ **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie-talkies)**
- ☑ **Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately)**
- ☑ **Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- ☑ **Rosters - recommend a minimum of one set per room sorted by alphabet**
- ☑ **Steno Pads (5x7) – recommend one per Incident Command Team member (17)**
- ☑ **Pencils & Pens - recommend one each per Incident Command Team member (34)**
- ☑ **Copies of Forms**
- ☑ **Chalk - recommend twenty-five sticks, red in color**
- ☑ **3x5 Cards – recommend one hundred**
- ☑ **Department or Site Placards**
- ☑ **First Aid & Medical Team Supplies**
- ☑ **Search and Rescue Team Supplies**
- ☑ **Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Four)**

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This site maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Support Team Member

The Crisis Response Boxes are file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established. The following information is stored inside each box:

- ☑ **Current copy of the Emergency Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, site numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- ☑ **Current map of site layout. Map must show all buildings, site numbers, and evacuation routes.**
- ☑ **Most current blueprint (architectural drawings).**
- ☑ **Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.**
- ☑ **A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.**
- ☑ **If available, current student photos on CD-ROM or most recent year book.**
- ☑ **Telephone numbers listed in numerical order for each site/building.**

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The Incident Commander will work with Safety Coordinator on conducting an inspection during October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the School's Emergency Procedures. Each site and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually. Replacement copies are available through the Operations Department.

Emergency Operations Overview

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

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain in the site to carry out assigned responsibilities. Site staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teachers will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety Coordinator is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Incident Commander to the Safety Coordinator for approval prior to any distribution. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the Incident Commander and the Safety Coordinator.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual trainings for all staff on the basic emergency procedures of this plan. All new staff assigned to the site will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related

resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the Incident Commander and School Safety Coordinator.

The Incident Commander will coordinate annual exercises for all staff as outlined in the School Emergency Procedures.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments
Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander – responsible for overseeing the site emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties**
    - **Safety Officer - ensures that all activities are conducted in as safe a manner as possible**
    - **Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the School's Communications Officer is available**
    - **Liaison Officer – serves as the point-of-contact for agencies outside of the School's organization.**
- **Operations Chief – manages direct response to the site emergency**
    - **Facility Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander**
    - **Search & Rescue Leader and Team – checks site for damage, rescues victims, and reports site conditions**
    - **First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)**
    - **Student/Parent Reunification**
        - **Assembly Area – ensures the care and safety of all students in site (except those in the Medical Treatment Area)**
        - **Request Gate – processes requests by parents or authorized adults for release of students**

        - **Release Gate – releases student to parent or authorized adult**
- **Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident**
    - **Documentation – collects, evaluates, and documents event**
    - **Situation Analysis – assesses the overall incident**
- **Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services**
    - **Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response**
- **Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability**

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The Emergency Operations Center (EOC) located at the Corporate Offices may be activated to support site emergency operations. In the event that the EOC is activated, the Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE
Emergency Procedures

Evacuation Procedure

Notification
The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary. The Safety Ambassador, in coordination with the Incident Commander is responsible for activating the evacuation notification procedures for site-level personnel. Additional information pertaining to site evacuations can be found in Emergency Procedures.

The signal for evacuation is:

short interrupted blast.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone, radio or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each site and department has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation area. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

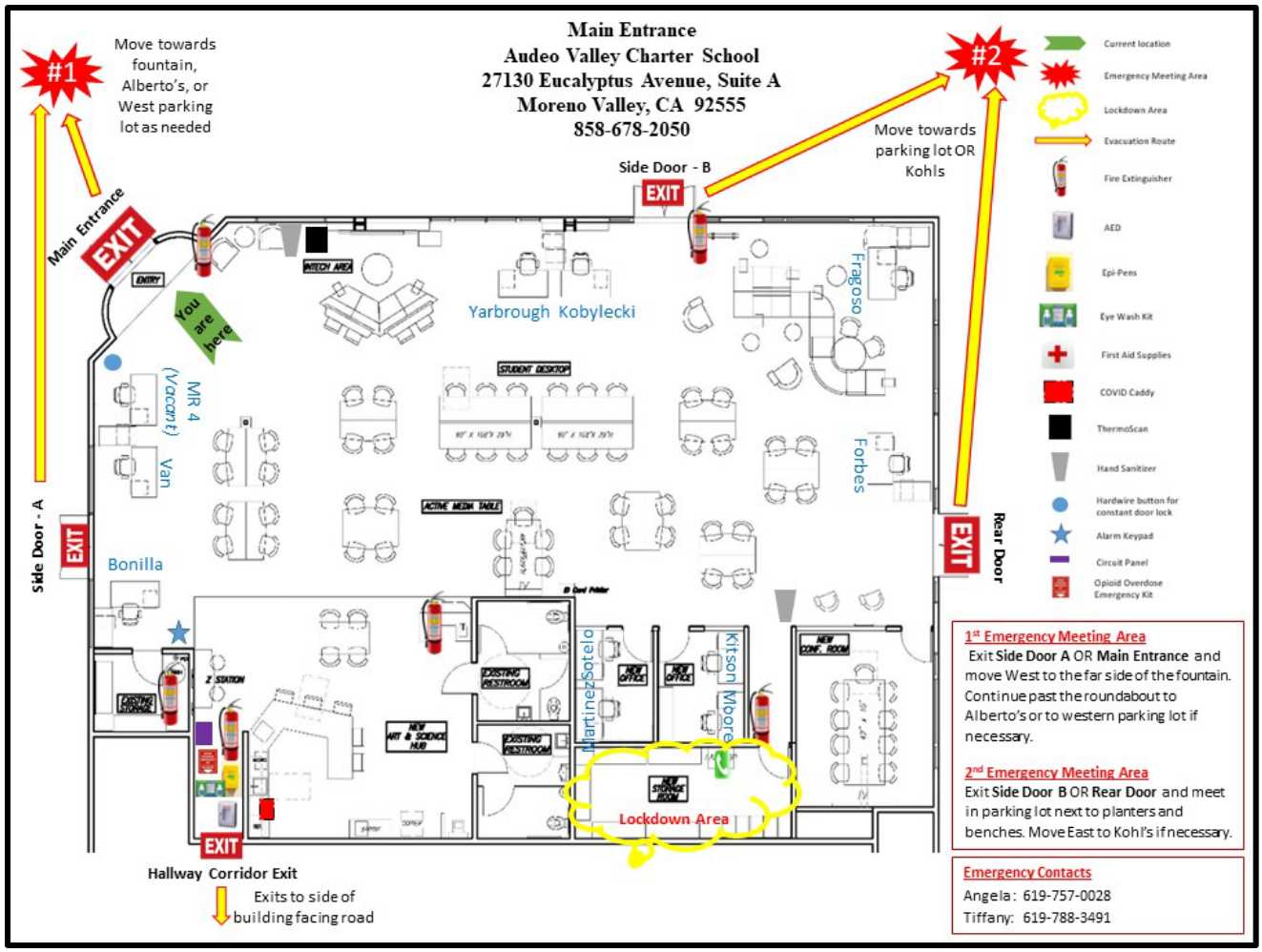
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated emergency meeting area.

Moreno Valley: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555
Cross Street: Fir Avenue
Emergency Meeting Area: First- Exit rear door to parking lot next to planter; Second- Exit door and head to Kohl's Department Store



Moreno Valley Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this is:
Communication via Emergency Radio and/or Cell Phone

Shelter-In-Place Procedure

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in Emergency Procedures.

Notification

The Incident Commander is responsible to notify the Incident Command Team when a Shelter-In-Place is necessary. The Safety Coordinator, in coordination with the Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

The signal for Shelter-In-Place is: 3 short beeps, 3 long beeps followed by Verbal Instructions

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Incident Commander must request approval from the Office of the Superintendent. The Safety Coordinator should be advised of this information.

The notification for a safe return to facilities located at this site is:
Communication via Emergency Radio and/or Cell phone

Emergency Lockdown Procedures

If an emergency situation near a site endangers student or staff safety, Lockdown the Site/Building.

FIRST: Follow the below lockdown procedures and notify an Executive Safety Committee Member immediately.

Executive Safety Committee	Office Number
School Coordinator	951-924-4964
School Nurse	951-924-4964
Operations and HR Administrator	951-924-4964

During a lockdown, several security measures will take place:

1. **A teacher or designee will declare "this is a lockdown" alerting staff and students in a calm manner.**
2. **All students and staff remain in their site or offices.**
3. **All site doors and windows are to be closed and locked.**
4. **All window blinds should be drawn or closed.**
5. **A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.**
6. **Safety Lead or designee in site will call/email Executive Safety Committee.**
7. **A staff member will take a head count of ALL persons in site/building**
8. **A staff member will use the attached Sign In sheet for ALL persons on location.**
9. **All lights should be turned off (as needed)**
10. **A member of the Executive Safety Committee will communicate and work directly with the Site Safety Ambassador and/or designee. ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.**
11. **No one is permitted to leave and no one, including a parent, is allowed in the site.**
12. **Students and staff will remain quiet and calm.**
13. **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.**
14. **First aid will be rendered by staff as necessary.**
15. **Site staff should not make statements to the media.**

Only a member of the Executive Safety Committee may lift a lock down.

Persons who may activate a site lockdown:

- **Any member of the site staff or community safety support (Police, Fire, Mall Management etc.) may declare a lockdown.**

Conditions in which to activate a school-wide or site- specific lockdown may include, but not limited to:

- **Authorities inform the school or site of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**
- **The execution of a high-risk search or arrest warrant.**
- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a site.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as site and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Site staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the site or another designated staging area, once it is determined to be safe to do so.**
- **Parents will be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**
- **Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the site.**

Following Lockdown:

- **The Safety Ambassador for the site will fill out and submit to School Coordinator within 24 hours:**

  - **Lockdown Incident Report Form**
  - **Emergency Sign-In Report**
  - **Emergency Student Sign Out Report**
- **The Safety Committee will convene within 72 hours to debrief**
- **The Safety Ambassador Coordinator will keep a record of all occurrences.**

Lockdown Incident Report

Site/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information and resources during your lockdown?**

7. **Are there any recommendations:**

***Attach this report to the Sign In Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ Date: _____

Date Report Received: _____

EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in site/building sign in)

When the Safety Team lifts the lockdown, please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	Site/Building:	Name of Safety Lead Notified:

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the site/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of ___

Date:	Time of lockdown:	Safety Lead lifted lockdown:
Site/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

6.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

7.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

8.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

9.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

11.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

12.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

13.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

14.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

16.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

17.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

18.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

19.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

21.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

22.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

23.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

24.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

25.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

26.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

27.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

Parent Notification & Reunification Procedure

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from the site, a collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school student database.

Reunification

Reunification will generally occur from the location pre-identified as the evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use site attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification at this site belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site evacuation procedures after confirming the path and destination are safe.

Monitor your site emergency radio for possible updates and instructions from the School's Emergency Operations Center. Use radio Channel 1.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premises to prevent entrance by others.

Advise your School Coordinator of the situation.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this site.

Notification

Notify your School Coordinator. If possible, quickly assess the site and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1"). If phone service is unavailable, use your emergency radio (Channel 1).

Render first aid as needed. Be sure to notify the School Coordinator of injuries.

Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control.

Have some staff standing by at the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

Altus SCHOOLS

Fire/Earthquake
Evacuation Drill Report

_____
School/Site

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:***

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

Overview

A. **Response to armed assailants has focused on implementing a site lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**

B. **Armed assailant drills have both benefits and concerns associated with their implementation.**

- **Armed assailants in site's account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
- **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
- **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

Drill Approaches And Planning

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**

B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**

C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**

- **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
- **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**

D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

Developmental And Mental Health Considerations

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**

B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**

C. **School-employed mental health professionals should be involved in every stage of preparation.**

- **Prior to the drill, staff should be trained to recognize common trauma reactions.**
- **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
- **After completion, staff and students should have access to mental health support, if needed.**

D. **Participation should never be mandatory, and parental consent should be required for all students.**

E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

Steps For Conducting Safe, Effective, And Appropriate Drills

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**
6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**

8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

Introduction

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

Part I: Overview

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other

weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a site). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

***Costs versus benefits*. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on site grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental**

design measures, and staff development focused on more comprehensive school safety preparedness.

***Empowerment versus potential harm*. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.**

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

Part II: Drill Approaches and Planning

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade site doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the site (e.g., ease of access to outside doors and proximity of places to hide other than a site).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.**

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

Part III: Developmental and Mental Health Considerations

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

Part IV: Steps To Conducting Safe, Effective, And Appropriate Drills

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**

- **Identifies a lead person to coordinate school safety efforts, including drills;**
- **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;**
- **Takes a lead in identifying the most appropriate preparedness activities for the school;**
- **Provides ongoing professional development and training as needed; and**
- **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**

- **Identify the types of crisis events most likely to occur,**
- **Determine the current school culture and climate,**
- **Map existing resources and capacities of school personnel or school safety teams, and**
- **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**

- **Considers financial costs in relation to the likelihood of a particular crisis;**
- **Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;**
- **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
- **Considers the current knowledge and identified needs of the staff; and**
- **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the school environment, taking into consideration:**

- **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
- **Age, cognitive, and developmental levels of awareness of students;**
- **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
- **The capacity, comfort level, and trust among staff;**
- **Administrative support;**
- **Optimal timing, including time of year, day of the week, and time of the day;**
- **Relationships with external partners, law enforcement, and other first responders; and**
- **The layout of the site.**

5. **Create a plan of progression that:**

- **Considers whether any previous activities have been conducted in the school;**
- **Starts with simple, low-cost, discussion-based exercises;**
- **Considers all available types of drills;**
- **Identifies specific objectives and goals for the drills; and**

- **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**

- **Previous traumatic experiences of those involved are considered;**
- **School staff learn to recognize stressful reactions to drills;**
- **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
- **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
- **Adequate follow up is available for students or staff with questions; and**
- **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**

- **Informs members of the school community of planned drills and what will be entailed;**
- **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
- **Provides opt-out options for staff and students; and**
- **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**

- **What additional training is required;**
- **How the drill integrates with other school safety and crisis prevention efforts;**
- **How current and previous training and knowledge can be maintained and built upon; and**
- **When follow-up should be conducted and how often.**

Conclusion

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

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

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

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

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

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

1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate**

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

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.**

2. **Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision,**

"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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,**

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

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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces,

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30)

school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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 anddocumentary evidence on the student's behalf including witnesses.**

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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.**

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall**

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional

needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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.

Disaster-Related Administrative and Emergency Procedures

Following is a list of the Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the website.

Administrative Procedures
Crisis Response Team
Site Safety
Emergency Procedures
Homeland Security Threat Levels
Fire
Environmental Emergencies
Shelter-in-Place
Earthquake
Weapons
Injury/Illness/Accidental Death
Disturbances and Demonstrations
Lockdown
Threats and Violence
Bombs and Explosions
Shootings
Terrorism
Communications
Emergency Plans & Drills
Evacuation and Reunification
Biological Emergency
Flooding
Utility Emergency

EMERGENCY RESPONSES

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **Keep an "Epi" pen in the school office and notify staff as to location.**
- **Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Site

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

- **Arrange for psychological counseling for students and staff.**

Inside the Site

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

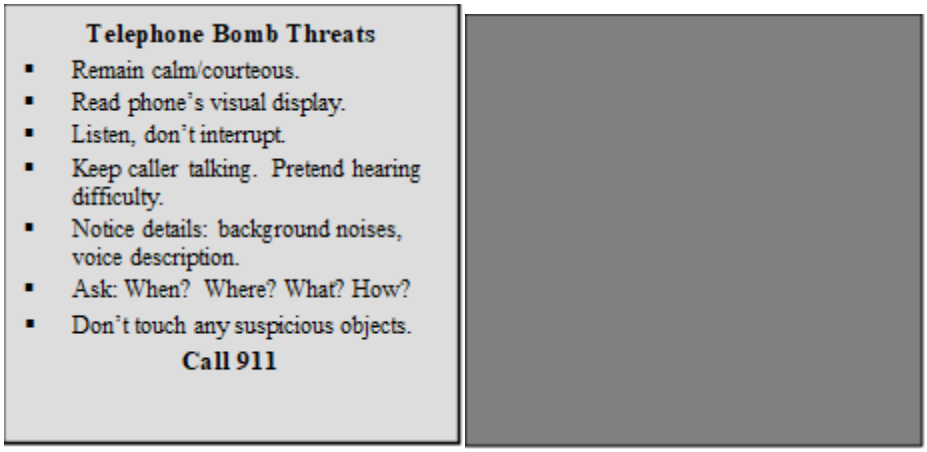
- **Initiate EVACUATION of the site or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- **Move up-wind from the potential danger.**
- **Call 911. Provide exact location and nature of emergency.**
- **Designate security team to isolate and restrict access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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- **Note the manner in which the threat was delivered, where it was found and who found it.**
- **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.**
- **Caution students against picking up or touching any strange objects or packages.**
- **Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **Call 911.**

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

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- **Evacuate students as quickly as possible, using primary or alternate routes.**
- **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.**
- **Do not return to the site until emergency response officials determine it is safe.**

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the site. 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x **Issue STAND BY instruction. Determine if evacuation is required.**
- x **Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.**
- x **Delegate a search team to assure that all students have been evacuated.**
- x **Post a notice on the site door stating where the school has relocated and inform the District Office.**
- x **Monitor local AM radio weather station for flood information.**
- x **Notify the Director of Operations and Technology of school status and action taken.**
- x **Do not allow staff and students to return to the site until proper authorities have determined that it is safe to do so.**

STAFF ACTIONS:

- x **If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the site.**
- x **Remain with students throughout the evacuation process.**
- x **Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.**
- x **Do not return to the site until it has been inspected and determined safe by property authorities.**

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the site, it may not be necessary to evacuate.

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- x If gas leak is internal, evacuate the site immediately.
- x Call 911.
- x Notify utility company.
- x Determine whether to move to alternate location.
- x If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- x Do not return to the site until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- x **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- x **Alert the School Coordinator/Safety Ambassador.**
- x **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their sites. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- x **Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- x **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- x **Isolate intruder from students. Lock the site and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- x **Notify utility company. Provide the following information:**
- x **Determine length of time service will be interrupted.**
- x **Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.**
- x **If disruption in service will severely hamper school operation, notify students and staff by appropriate means.**
- x **Use messengers with oral or written word as an alternate means of faculty notification.**
- x **Notify District Office of loss of service.**
- x **Implement plan to provide services without utilities or with alternate utilities.**

A. Plan for Loss of Water
Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity
Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas
Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the sites 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

x **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

x **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.**

x **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.**

x **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.**

x **Facilitate a meeting with student(s) and family to review expectations.**

x **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

x **If any students are outside, move them inside the site or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

x **Inside the site, institute LOCKDOWN. Close all curtains and blinds.**

x **Disconnect the school television system in sites so the individual cannot view news coverage and see locations of police/students/etc.**

x **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- x **Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.**
- x **Notify School Coordinator/Safety Ambassador.**
- x **Notify school nurse, school psychologist, counselor or social worker.**
- x **Protect individual from injury.**

EMERGENCY RESPONSE: EXPLOSION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

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

STAFF ACTIONS:

- x **Initiate DROP, COVER AND HOLD ON.**
- x **If explosion occurred inside the site, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the site and away from fire-fighting equipment.**
- x **Check to be sure all students have left the site. Remain with students throughout evacuation process.**
- x **Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**
- x **Render first aid as necessary.**

- **Do not return to the site until the emergency response personnel determine it is safe to do so.**
- **If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.**

EMERGENCY RESPONSE: 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Respiratory Hygiene Etiquette

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

STAFF and STUDENT ACTIONS:

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

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**

- **Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.**

- **Place terrain and buildings between you and the assailant to cover your escape.**
- **Keep going until you are certain you are out of danger.**
- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call (insert phone #) to report your location and obtain instructions.**

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- **Lock the doors**
- **Close and lock windows and close blinds or cover windows;**
- **Turn off lights;**
- **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
- **Silence all electronic devices;**
- **Remain silent;**
- **Position occupants spread out and out of line of site from room entrance.**
- **Prepare to take action if the assailant attempts to get in the room;**
- **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
- **Call 911 as soon as it is safe to do so.**
- **Remain in place until evacuated by identifiable law enforcement officers.**

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- **If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.**
  - **Construct a strong barricade.**
  - **If you have another way out (a window or back door) use it while the assailant is attempting to get in.**
  - **If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.**
    - **a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)**
- **Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.**

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- **State the emergency: "I hear gunfire." "I saw…"**
    - **Give information on people who are wounded.**
- **Location of the assailant (if known):**
- **Description of the assailant (if known):**
- **Your precise location: "room __"**
- **The number of children with you:**

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- ***Run*** **– If you encounter injured persons while you are trying to get out of danger…**
    - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

- ***Hide*** **– If someone is injured where you are hiding, secure the room before tending to the wounded.**
    - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

- ***Fight*** **– This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
    - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
    - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

b. <u>Law Enforcement</u>: If you encounter law enforcement officers…

- **Immediately raise your hands in the air and display your open palms.**
- **Don't run up to officers or attempt to hug or talk to them.**
- **Don't talk unless they ask you a question.**
- **Do exactly what they tell you to do.**

c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:

- **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**

- **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

d. **<u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)**

e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**
    - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
  - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the site with information they can use to better evaluate their options.**
    - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
  - **Assist police in entering the school;**
  - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
  - **The Operations Section should prepare an emergency evacuation area for reunification.**
    - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
    - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
    - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
    - **Vans should be placed on standby for evacuation.**
    - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
  - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**
  - **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
  - **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
  - **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some sites/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our site, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a site closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

Goal 1 Objectives

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Develop a clear chain of command with staff**

Goal 2 Objectives

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure**

Goal 3 Objectives

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
e) **Maintain an adequate supply of fire extinguishers**
f) **Ensure proper maintenance of fire prevention equipment**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site closure**
b) **Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans**

Goal 2 Actions

a) **Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**

Goal 3 Actions

a) **Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan**
b) **Ensure combustible materials are stored in fireproof containers**
c) **Hold fire extinguisher training for staff**
d) **Ensure adequate supply of fire extinguishers are appropriately maintained**
e) **Hold required number of fire drills and vary the situation to improve staff and student response**

STAFF ACTIONS

Goal 2 Actions

a) **Take fire extinguisher training or read about/watch video on how to use a fire extinguisher**
b) **Read any fire prevention and wildfire response materials provided by administration**

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the district office, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - site closure

d) **Consider the following while implementing response action**

- **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
- **Food and water**
- **Transportation**
- **Security and Safety**
- **Communications**

e) **Contact families to notify of planned course of action**

f) **Activate school Incident Command Team, as necessary**

- **Reunification Team**

g) **Ensure all staff and students are accounted for**

h) **Ensure that access roads are kept open for emergency vehicles**

i) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

j) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting sites/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:

Goal 1 Actions

a) **Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and site/office closure**
b) **If evacuating or sheltering-in-place, take emergency backpack and student kits**
c) **Maintain control of the students a safe distance from the fire and firefighting equipment**
d) **Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel**
e) **Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family**
f) **Serve in any designated position on the Incident Command Team**

Shut site or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. **Effectively communicate to all stakeholders**
2. **Determine response strengths, areas from improvement and steps to improvement**

Objective(s):

Goal 1 Objectives

a) **Provide information to staff, parents, and students**
b) **Provide information to district office**

Goal 2 Objectives

a) **Conduct After-Action Report process**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) **Provide critical information to the district office in order to develop effective key messages**
b) **Work with appropriate district department to write messages to inform parents, staff and the community about what happened**

c) **Work with appropriate district department to draft talking points for phone calls and media requests**

<u>Goal 2 Actions</u>

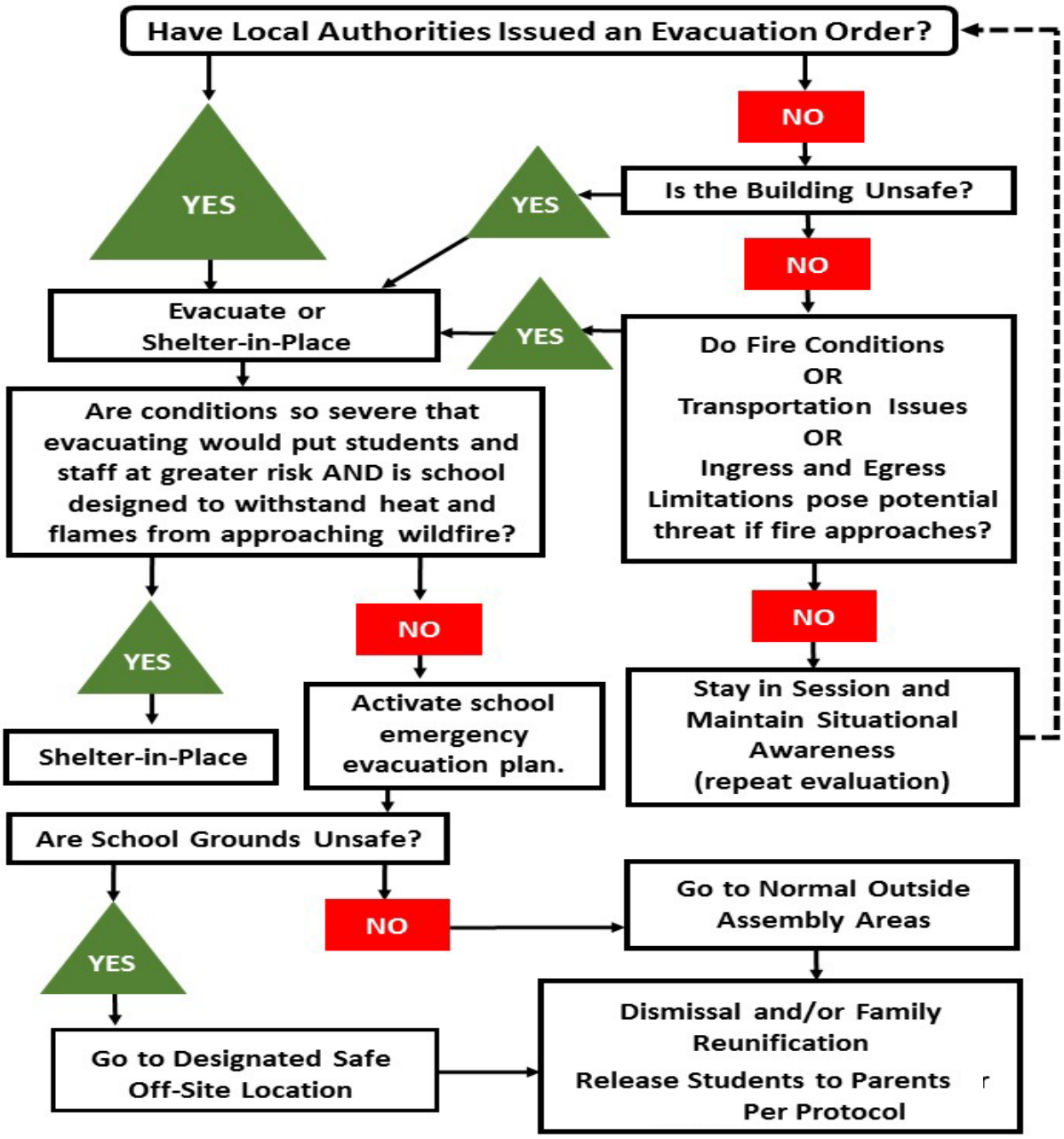
a) **Conduct an after-action report process and implement necessary actions for improving future responses**
b) **Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response**
c) **Identify steps to improve future responses**
d) **Implement steps to improvement**

STAFF ACTIONS

<u>Goal 2 Actions</u>

a) **Participate in the after-action report process**
a) **Participate in any determined corrective actions discovered in the after-actions process**

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Audeo Valley Charter School has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Audeo Valley Charter School's primary goal in the fight against opioids and fentanyl use is prevention.
Audeo Valley Charter School will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**
- **For students, instruct staff member to contact the parent/guardian or emergency contact on file.**

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

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

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

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

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

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

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

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

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However,

because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

STEP 4: SUPPORT THE PERSON'S BREATHING
Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE
All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion.
People who have overdosed on long-acting opioids should have more prolonged monitoring.

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

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

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

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

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

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

STEP 6: ADDITIONAL SUPPORT

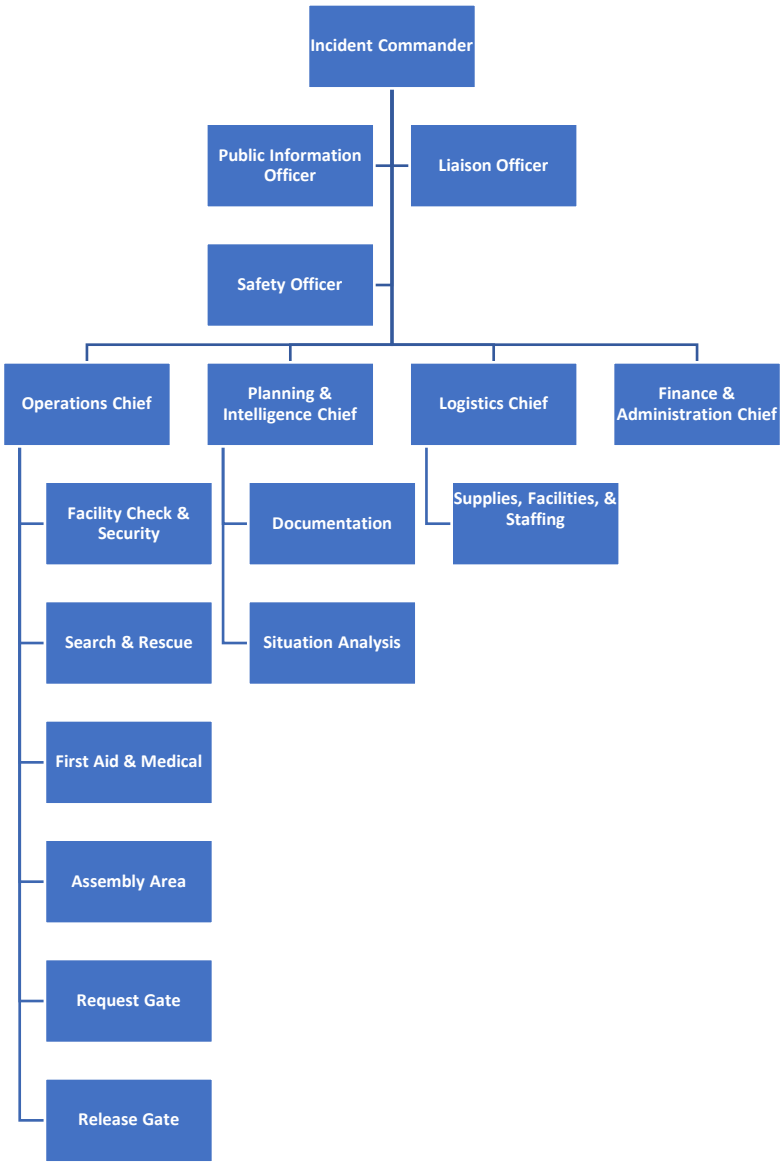
- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

  Follow up with assigned school nurse for additional support.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



Incident Command Team Assignments

Primary	Position	Alternate
School Coordinator	Incident Commander	Operations and H.R. Administrator
School Nurse	Safety Officer	Curriculum and P.D. Coordinator
Data and Assessment Coordinator	Public Information Officer (PIO)	School Nurse
Curriculum and P.D. Coordinator	Liaison Officer	School Coordinator
Operations and H.R. Administrator	Operations Chief	Budget and Financial Analyst
Teacher 1	Facility Check/Security	Site Safety Lead
Site Safety Lead	Search & Rescue Team Leader	Safety Ambassadors
School Nurse	First Aid & Medical Team Leader	Site Safety Lead
School Coordinators	Assembly Area	Data and Assessment Coordinator
Safety Ambassadors	Request Gate	School Nurse
Safety Ambassadors	Release Gate	School Nurse
Chief Financial Officer	Planning Chief / Logistics Chief	Data and Assessment Coordinator
School Clerk 1	Documentation	Teacher 1
School Coordinator	Situation Analysis	Operations and H.R. Administrator
Operations and H.R. Administrator	Supplies/Facilities/Staffing	School Coordinator
Budget and Financial Analyst	Finance & Administration Chief	Chief Financial Officer

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. **Identification vest**
2. **Two-way site radio**
3. **Paper and pens/pencils**
4. **Job description clipboard**

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. **Once notified of your assignment, put on your vest.**
2. **Check in with the Incident Commander at the Incident Command Post for a situation briefing.**
3. **Check in with your Chief for details and updates associated with your position.**
4. **Obtain necessary equipment and supplies.**
5. **Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster.**

   Document:

   a. **Messages received**
   b. **Actions taken**
   c. **Decision justifications and documentation**
   d. **Requests filled**
   e. **Document missing staff**

Position Deactivation

1. **At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.**
2. **Return equipment and reusable supplies to Logistics.**

Section: Command
Position: Incident Commander

Primary: School Coordinator

Alternate: Operations and Human Resources Administrator

Reports to: **Superintendent (or designee)**

Staffing Characteristics: **Principal or Administrator**

Responsibility: **The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others in the site.**

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ **Crisis Response Boxes**
- ☐ **Emergency Disaster Kit**
- ☐ **Site map**
- ☐ **Master keys**
- ☐ **Position-Specific forms**
- ☐ **AM/FM radio (battery)**
- ☐ **Command Post Tray (pens, etc.)**
- ☐ **Emergency Plan**
- ☐ **Tables & chairs (if Command Post is outdoors)**
- ☐ **Job Description Clipboards**
- ☐ **Bull horn**
- ☐ **Staff rosters (2 sets)**
- ☐ **Emergency radio**
- ☐ **Copies of Forms**

Start-Up:

- ☐ **Assess type and scope of emergency.**
- ☐ **Determine threat to human life and structures.**
- ☐ **Implement Emergency Plan and School Emergency Procedures.**
- ☐ **Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.**
- ☐ **Activate functions (assign positions) as needed.**

- ☐ **Fill in Incident Command Team Assignment Form as positions are staffed.**
- ☐ **Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- ☐ **Continue to monitor and assess total site situation:**
- ☐ **View site map periodically for Search & Rescue progress and damage assessment information.**
- ☐ **Check with chiefs for periodic updates.**
- ☐ **Reassign personnel as needed.**
- ☐ **Report through Communications to corporate office on status of staff, site as needed. (Site Status Report)**
- ☐ **Develop and communicate revised incident action plans as needed.**
- ☐ **Authorize release of information.**
- ☐ **Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**
- ☐ **Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- ☐ **Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."**
- ☐ **Remain on and in charge of your site until redirected or released by the Office of the Superintendent.**

After:

- ☐ **Authorize deactivation of sections or units when they are no longer required.**
- ☐ **At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the corporate office before taking any further action.**
- ☐ **Ensure that any open actions not yet completed will be taken care of after deactivation.**
- ☐ **Ensure the return of all equipment and reusable supplies to Logistics.**
- ☐ **Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- ☐ **Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command
Position: Safety Officer

Primary: School Nurse

Alternate: Curriculum and Professional Development Coordinator

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- ☐ **Hard hat (if available)**

During Event:

- ☐ **Monitor drills, exercises, and emergency response activities for safety.**
- ☐ **Identify and mitigate safety hazards and situations.**
- ☐ **Stop or modify all unsafe operations.**
- ☐ **Ensure that responders use appropriate safety equipment.**
- ☐ **Think ahead and anticipate situations and problems before they occur.**
- ☐ **Anticipate situation changes, such as severe aftershocks, in all planning.**
- ☐ **Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.**

Section: Command
Position: Public Information Officer

Primary: Data and Assessment Coordinator

Alternate: School Nurse

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander or the School's Communications Office to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the site *as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the site in an emergency situation. If the School's Communications Officer is available, he/she will be the official spokesperson. A site-based Public Information Officer should only be used if the media is in the site and the School's Communications Officer is not available or forthcoming.

Special Equipment:

- ☐ **Battery operated AM/FM radio**
- ☐ **Marking pens**
- ☐ **Scotch tape/masking tape**
- ☐ **Forms:**
  - **Public Information Release Worksheet**
  - **School Accountability Report Card**
- ☐ **Scissors**
- ☐ **Site map(s) and area map(s):**
  - **8-1/2 x 11 handouts**
  - **Laminated display**
- ☐ **Tape recorder and tapes**

Start-Up Activities:

- ☐ **Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.**
- ☐ **Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)**
- ☐ **Consult with School's Communications Officer to coordinate information release.**
- ☐ **Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.**
- ☐ **Advise arriving media that the site is preparing a press release and approximate time of its issue.**
- ☐ **Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.**

During Event:

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

Section: Command
Position: Liaison Officer

Primary: Curriculum and Professional Development Coordinator

Alternate: School Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the School and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.**

During Event:

- ☐ **Brief Agency Representatives on current situation, priorities and incident action plan.**
- ☐ **Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.**
- ☐ **Provide periodic update briefings to Agency Representatives, as necessary.**

Section: Operations
Position: Operations Chief

Primary: Operations and Human Resources Administrator

Alternate: Budget and Financial Analyst

Reports to: **Incident Commander**

Staffing Characteristics: **The Operations Chief should be a staff member familiar with the site and be trained in response skills.**

Responsibility: **The Operations Chief manages the direct response to the disaster, which can include site Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**

Special Equipment:

- ☐ **Search & Rescue equipment**
- ☐ **Maps: See Crisis Response Box**

During Event:

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

Section: Operations
Position: Facility Check & Security

Primary: Teacher 1

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: **Building Safety Supervisor or others familiar with the site's facilities.**

Responsibility: **Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.**

Special Equipment:

- ☐ **Hard hat**
- ☐ **Work gloves**
- ☐ **Whistle**
- ☐ **Master keys**
- ☐ **Bucket or duffel bag with goggles**
- ☐ **Flashlight**
- ☐ **Dust masks**
- ☐ **Yellow caution tape**
- ☐ **Shutoff tools — for gas & water (crescent wrench)**

Start Up Activities:

- ☐ **Check condition and take along appropriate tools.**

During Event:

- ☐ **As you do the following, observe the site and report any damage by radio to the Command Post***
- ☐ **Lock or open gates and major external doors appropriate for the situation.**
- ☐ **Locate/control/extinguish small fires as necessary.**
- ☐ **Check gas meter and, *if gas is leaking,* shut down gas supply.**
- ☐ **Shut down electricity only if building has clear structural damage or advised to do so by Command Post.**
- ☐ **Post yellow caution tape around damaged or hazardous areas.**
- ☐ **Verify that site is "locked down" and report same to Incident Command Post.**

- ☐ **Advise Incident Command Post of all actions taken for information and proper logging.**
- ☐ **Be sure that the entire site has been checked for safety hazards and damage.**
- ☐ **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.**
- ☐ **Direct traffic of vehicles of parents, public safety, and media on and outside the site as appropriate.**

Section: Operations
Position: Search & Rescue Team Leader

Primary: Site Safety Leads

Alternate: Safety Ambassador

Reports to: **Operations Chief**

Staffing Characteristics: **Trained in Search & Rescue**

Responsibility: **Check the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports site situation to the Operations Chief.**

Special Equipment:

- ☐ **Search & Rescue Team Member Backpack**

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ **Put batteries in flashlight.**
- ☐ **First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.**
- ☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

During Event:

- ☐ **Buddy system: Minimum of 2 persons per team.**
  - **Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.**
  - **Follow all operational and safety procedures.**
- ☐ **Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.**
- ☐ **Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.**
- ☐ **If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash**

on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*

- ☐ **When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.**
- ☐ **Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.**
- ☐ **Keep radio communication brief and simple. No codes.**

Section: Operations
Position: Search & Rescue Team

Primary: Safety Ambassadors

Alternate: School Coordinator

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: **Trained in Search & Rescue**

Responsibility: **Check the site for damage, rescues victims, reports site situation to the Search & Rescue Team Leader.**

Special Equipment:

- ☐ **Search & Rescue Team Member Backpack**

Start-Up Activities:

- ☐ **You must be wearing sturdy shoes and long sleeves.**
- ☐ **Put batteries in flashlight.**
- ☐ **First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.**
- ☐ **Teams should be assigned based on available manpower, minimum 2 persons per team. The recommendation is for the following standards for establishing Search & Rescue Teams: Elementary School and Administrative Facilities with <500 = 2 Teams; Middle Schools and Administrative Facilities with 500-1000 = 4 Teams; and Senior High School and Administrative Facilities with >1000 = 6 Teams**

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- ☐ **If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash**
- ☐ **on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")***
- ☐ **When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.**
- ☐ **Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) Report information.**
- ☐ **Keep radio communication brief and simple. No codes.**

Section: Operations
First Aid & Medical Team Leader

Primary: School Nurse

Alternate: Site Safety Lead

Reports to: **Operations Chief**

Staffing Characteristics: **Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).**

Responsibility: **Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.**

Special Equipment:

- ☐ **Marking pens**
- ☐ **First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides**
- ☐ **Tables & chairs**
- ☐ **Ground cover/tarps**
- ☐ **Forms: Notice of First Aid Care Given Form**
- ☐ **Medical Treatment Victim Log**
- ☐ **Morgue supplies:**
    - **Tags**
    - **Vicks Vapor Rub**
    - **Pens/Pencils**
    - **Plastic tarps**
    - **Plastic trash bags**
    - **Stapler**
    - **Duct tape**
    - **2" cloth tape**

Start-Up Activities:

- ☐ **Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.**
- ☐ **Request assistance from the School Crisis Response Team for psychological staff and student needs**

- ☐ **Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.**
- ☐ **Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.**
- ☐ **Assess available inventory of supplies & equipment.**
- ☐ **Review safety procedures and assignments with personnel.**
- ☐ **Establish point of entry ("triage") into treatment area.**
- ☐ **Establish "immediate" and "delayed" treatment areas.**
- ☐ **Set up a separate Psychological First Aid area with staff trained in CISM from the School Crisis Response Team.**
- ☐ **Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:**
- ☐ **If directed, set up morgue area. Verify:**
  - **Tile, concrete, or other cool floor surface**
  - **Accessible to Coroner's vehicle**
  - **Remote from assembly area**
  - **Security: keep unauthorized persons out of morgue.**
  - **Maintain respectful attitude.**

During Event:

- ☐ **Oversee care, treatment, and assessment of patients**
- ☐ **Ensure caregiver and rescuer safety**
  - **Latex gloves for protection from body fluids; replace with new gloves for each new patient.**
- ☐ **Make sure that accurate records are kept.**
- ☐ **Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.**
- ☐ **If needed, request additional personnel from Logistics.**
- ☐ **Brief newly assigned personnel.**
- ☐ **Report deaths immediately to Operations Chief.**
  - **After pronouncement or determination of death:**
  - ***Do not* move the body until directed by Command Post.**
  - ***Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.***
  - **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
  - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
  - **Write the following information on two tags:**

- **Date and time found.**
- **Exact location where found.**
- **Name of decedent, if known.**
- **If identified—how, when, by whom.**
- **Name of person filling out tag.**
- **Attach one tag to body.**
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**

☐ **Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**

☐ **Keep Operations Chief informed of overall status.**

☐ **Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**

☐ **Stay alert for communicable diseases and isolate appropriately.**

After:

☐ **Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations
Position: First Aid & Medical Team

Primary: School Nurse

Alternate: Safety Ambassadors

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: **Trained in first aid and CISM**

Responsibility: **Works with a buddy to administer first-aid and arrange for transport of victims as necessary.**

Special Equipment:

- ☐ **First-aid supplies**
- ☐ **Marking pens**
- ☐ **Stretchers, blankets, vests (if available)**
- ☐ **Quick reference medical guides**
- ☐ **Tables, chairs, ground cover/tarps, medication from health office**
- ☐ **Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log**

Start-Up Activities:

- ☐ **Obtain & wear personal safety equipment including latex gloves.**
- ☐ **Use approved safety equipment and techniques.**
- ☐ **Check with First Aid & Medical Team Leader for assignment.**

During Event:

- ☐ **Administer appropriate first aid.**
- ☐ **Keep accurate records of care given.**
- ☐ **Continue to assess victims at regular intervals.**
- ☐ **Report deaths immediately to First Aid & Medical Team Leader.**
- ☐ **If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.**
- ☐ **Student's Emergency Card must accompany student removed from site to receive advanced medical attention. Send emergency out-of-area phone number if available.**

Triage Entry Area:

- ☐ **Staffed with minimum of 2 trained team members, if possible.**

- ☐ **One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.**
- ☐ **Second team member logs victims' names on form and sends forms to Incident Command Post as completed.**

Treatment Areas ("Immediate" & "Delayed")

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

After:

- ☐ **Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.**
- ☐ **Assist in the Critical Incident Stress Debriefing for the staff**

Section: Operations
Position: Assembly Area

Primary: School Coordinators

Alternate: Data and Assessment Coordinator

Reports to: **Operations Chief**

Staffing Characteristic: **Trained in managing large groups of students**

Responsibility: **Ensure the care and safety of all students in site (except those who are in the First Aid & Medical Treatment Area).**

Special Equipment:

- ☐ **Ground cover and tarps**
- ☐ **First aid kit, water, food, sanitation supplies**
- ☐ **Student activities: books, games, coloring books, etc.**
- ☐ **Forms:**
  - **Student Accounting Form**
  - **Notice of First Aid Care Given Form**

Start-Up Activities:

- ☐ **Request additional personnel, if needed.**
- ☐ **If site is evacuating:**
  - **Verify that the assembly area and routes to it are safe.**
  - **Count or observe the site as they exit, to make sure that all evacuates.**
  - **Initiate the set-up of portable toilet facilities and hand-washing stations.**

During Event:

- ☐ **Monitor the safety and well-being of the students and staff in the Assembly Area.**
- ☐ **Administer minor first aid as needed.**
- ☐ **Support the Release Gate Unit process by releasing students with appropriate paperwork.**
- ☐ **When necessary, provide water and food to students and staff.**
- ☐ **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.**
- ☐ **Make arrangements to provide shelter for students and staff.**
- ☐ **Arrange activities and keep students reassured.**

- ☐ **Update records of the number of students and staff in the assembly area (or in the buildings).**
- ☐ **Direct all requests for information to the Public Information Officer.**

Section: Operations
Position: Request Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: **Site staff or volunteers**

Responsibility: **Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.**

Special Equipment:

- ☐ **Stapler**
- ☐ **Box(es) of Emergency Cards**
- ☐ **Signs: Parent Request Gate**
- ☐ **Empty file boxes to use as out boxes**
- ☐ **Forms:**
  - **Student Release Form**
  - **Volunteer Assignment List**

Start-Up Activities:

- ☐ **Secure area against unauthorized access. Mark gate with sign.**
- ☐ **Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.**
- ☐ **Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.**
- ☐ **Ensure an adequate distance between the Request Gate and the Release Gate.**

During Event:

- ☐ **Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.**
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- ☐ **If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.**

Reunification Procedures:

- ☐ **Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.**
- ☐ **Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.**
- ☐ **Staff instructs the requester to proceed to the Release Gate.**
- ☐ **If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.**
- ☐ **Runner takes form(s) to the designated site.**

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is in</u>:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**

<u>If student is not in</u>:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in the site that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in the site but now cannot be located.**
- ☐ **Runner takes Student Release Form to the Command Post.**
- ☐ **Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Primary: Safety Ambassadors

Alternate: School Nurse

Reports to: **Operations Chief**

Staffing Characteristics: **Site staff or volunteers**

Responsibility: **Assure proper reunification of student with parent or guardian at the Release Gate.**

Special Equipment:

- ☐ **Stapler**
- ☐ **Signs: Parent Release Gate**
- ☐ **Empty file boxes to use for processed Student Release Forms**

Start-Up Activities:

- ☐ **Secure area against unauthorized access. Mark gate with sign.**
- ☐ **Set up Release Gate away from the Request Gate.**
- ☐ **Assign volunteers to assist, as needed.**

During Event:

- ☐ **Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.**
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is in:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**
- ☐ **Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.**

If student is not in:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in the site that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in the site but now cannot be located.**
- ☐ **Runner takes Student Release Form to Incident Command Post.**
- ☐ **Incident Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.**
- ☐ **Parent should be notified of missing student status and escorted to crisis counselor.**
- ☐ **If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- ☐ **If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Primary: Chief Financial Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **Vice Principal or someone familiar with site and its occupants**

Responsibility: **Collection, evaluation, documentation, and use of information about the incident.**

Equipment:

- ☐ **File box(es)**
- ☐ **Dry-erase pens and eraser**
- ☐ **Large map of site, laminated or covered with Plexiglas**
- ☐ **Forms:**
  - **Position Log**

During:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ **As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.**
- ☐ **Assist the Incident Commander in writing Incident Action Plan.**

Section: Planning & Intelligence
Position: Documentation

Primary: School Clerk 1

Alternate: Teacher 1

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: **Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.**

Special Equipment:

- ☐ **File box(es)**
- ☐ **Forms:**
  - **Position Log**

During:
Records:

- ☐ **Maintain time log of the Incident, noting all actions and reports.**
- ☐ **Record content of all radio communication with School Emergency Operations Center (EOC).**
- ☐ **Record verbal communication for basic content.**
- ☐ **Log in all written reports.**
  - ***Important:*** **A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.**
- ☐ **File all reports for reference.**

Student and Staff Accounting:

- ☐ **Receive, record, and analyze Student Accounting Forms.**
- ☐ **Check off staff roster. Compute number of students, staff, and others in the site for Situation Analysis. Update periodically.**
- ☐ **Report missing persons and site damage to Incident Command Post.**
- ☐ **Report first aid needs to First Aid & Medical Team Leader.**

- ☐ **File forms for reference.**
- ☐ **Track regular and overtime of all staff.**

After:

- ☐ **Collect and file all paperwork and documentation from deactivating sections.**
- ☐ **Securely package and store these documents for future use.**

Section: Planning & Intelligence
Position: Situation Analysis

Primary: School Coordinator

Alternate: Operations and Human Resources Administrator

Reports to: **Planning Chief**

Staffing Characteristics: **It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.**

Responsibility: **Analyzes the range of events impacting the site to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.**

Special Equipment:

- ☐ **Dry-erase pens and eraser**
- ☐ **Large map of site, laminated or covered with plexiglas**
- ☐ **File box(es)**
- ☐ **Map of local area**

During:

Situation Status Map:

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

Situation Analysis:

- ☐ **Provide current situation assessments based on analysis of information received.**
- ☐ **Develop situation reports for the Incident Command Post to support the action planning process.**
- ☐ **Think ahead and anticipate situations and problems before they occur.**

☐ **Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics
Position: Logistics Chief

Primary: Chief Financial Officer

Alternate: Data and Assessment Coordinator

Reports to: **Incident Commander**

Staffing Characteristics: **Administrative skills**

Responsibility: **The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.**

Special Equipment:

- ☐ **Cargo container or other storage facility with all emergency supplies stored in the site.**
- ☐ **Forms:**
  - **Site Status Report**
  - **Volunteer Assignment List**

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ **Ensure that the Incident Command Post and other facilities are setup as needed.**

During Event:

- ☐ **Coordinate supplies, equipment, and personnel needs with the Incident Commander.**
- ☐ **Maintain security of cargo container, supplies and equipment.**

After:

- ☐ **Secure all equipment and supplies.**

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Operations and Human Resources Administrator

Alternate: School Coordinator

Reports to: **Logistics Chief**

Staffing Characteristics: **It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.**

Responsibility: **Provides facilities, equipment, supplies, materials, and staffing in support of the incident.**

Special Equipment:

- ☐ **Cargo container or other storage facility and all emergency supplies stored in the site**

Start-Up Activities:

- ☐ **Open supplies container or other storage facility if necessary.**
- ☐ **Begin distribution of supplies and equipment as needed.**
- ☐ **Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)**
- ☐ **Review staff roster and begin call-back, as required.**

During Event:

- ☐ **Maintain security of cargo container, supplies and equipment.**
- ☐ **Distribute supplies and equipment as needed.**
- ☐ **Assist team members in locating appropriate supplies and equipment.**
- ☐ **Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.**
- ☐ **Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.**

After:

- ☐ **Secure all equipment and supplies.**

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Budget and Financial Analyst

Alternate: Chief Financial Officer

Reports to: **Incident Commander**

Staffing Characteristics: **Familiar with common financial record keeping standards – School Receptionist.**

Responsibility: **Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.**

Special Equipment:

- ☐ **None**

During:

- ☐ **As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.**
- ☐ **Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.**
- ☐ **Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for sites to acquire certain items quickly.**
- ☐ **Manage and analyze timekeeping records for emergency responders**
- ☐ **Determine process for tracking regular and overtime of staff.**
- ☐ **Ensure that accurate records are kept of all staff members, indicating hours worked.**
- ☐ **If School personnel not normally assigned to the site are working, be sure that records of their hours are kept.**
- ☐ **Determine process for tracking purchases.**
- ☐ **Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.**
- ☐ **Support Logistics in making any purchases which have been approved by the Incident Commander.**

After:

- ☐ **Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.**

Site/Facility Planning Teams
Safety Ambassadors
2023-2024

The designated Ambassadors are responsible for planning and implementation at the site. Site Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ **Number of students in site – adhere to student scheduled hours**
- ✓ **Schedule CTR works hours – ensure there are two staff members when opening and closing the site**
- ✓ **Share information at site meetings - Discuss safety at monthly site meetings**
- ✓ **Meet with new site staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations**
- ✓ **Keep technology locked and secured**

Instructional Support:

- ✓ **Consistent site rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR supporting the learning environment**

Compliance:

- ✓ **Safety Drills are mandated to be performed three (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Channel 1)**
- ✓ **Update Site Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**

AUDEO VALLEY CHARTER SCHOOL

Site	Safety Ambassador
Moreno Valley	Katherine Van

Updated July 2022

Child Abuse Reporting Procedures

All Audeo Valley certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Audeo Valley employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the school site, staff, and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-442-4918) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time consuming callback.

5. "Narrative" - Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please

continue your narrative on an additional sheet of paper, identifying the minor and indicating it on the referral.
6. Submit completed form as directed by Child Abuse Hotline personnel.

I. REPORTING RESPONSIBILITIES

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical

technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is:
http://leginfo.legislature.ca.gov/

Notification to Staff of Dangerous Students

a. **The School Coordinator will inform the appropriate school personnel of information received from the court and the Probation Department. Audeo Valley School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance, and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Audeo Valley Charter School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Audeo Valley Charter School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in any activity.

Any student who engages in discrimination of another student or anyone from Audeo Valley may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator for resolution. If not resolved, contact: The Chairperson of the Board of Directors.

Schoolwide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

Going To and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Audeo Valley students to understand safety guidelines and tips to follow to ensure their safety to and from the site. The following safety tips are reviewed annually with students and parents to help prepare all students for a safer journey.

1. **Every student will have set schedule for arrival and departure from the site. When a student fails to arrive for their appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every students, parent, and guest is required to sign-in and out each time they arrive and depart the site. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the site.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the site. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encourage to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the site, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the site, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the site, students will be taught to get away from that person, and TELL a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.**

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a school staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the site with anyone they don't know. They should always CHECK FIRST with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the site.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All staff and students shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on site. If there is a need for evacuation from the site, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted site evacuation plan**
- **Designated staff take along emergency release binder, sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, School Coordinator or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Audeo Valley Charter School will remain a safe place for students and adults.

Audeo Valley staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Audeo Valley Charter School.**

SEVERE CLAUSE BYPASSES

A majority of students at Audeo Valley Charter School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- **Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Altus SCHOOLS SOUTHERN CALIFORNIA

Comprehensive Safety Plan

ALTUS SCHOOLS EAST COUNTY

SY 2023-2024

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools East County.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

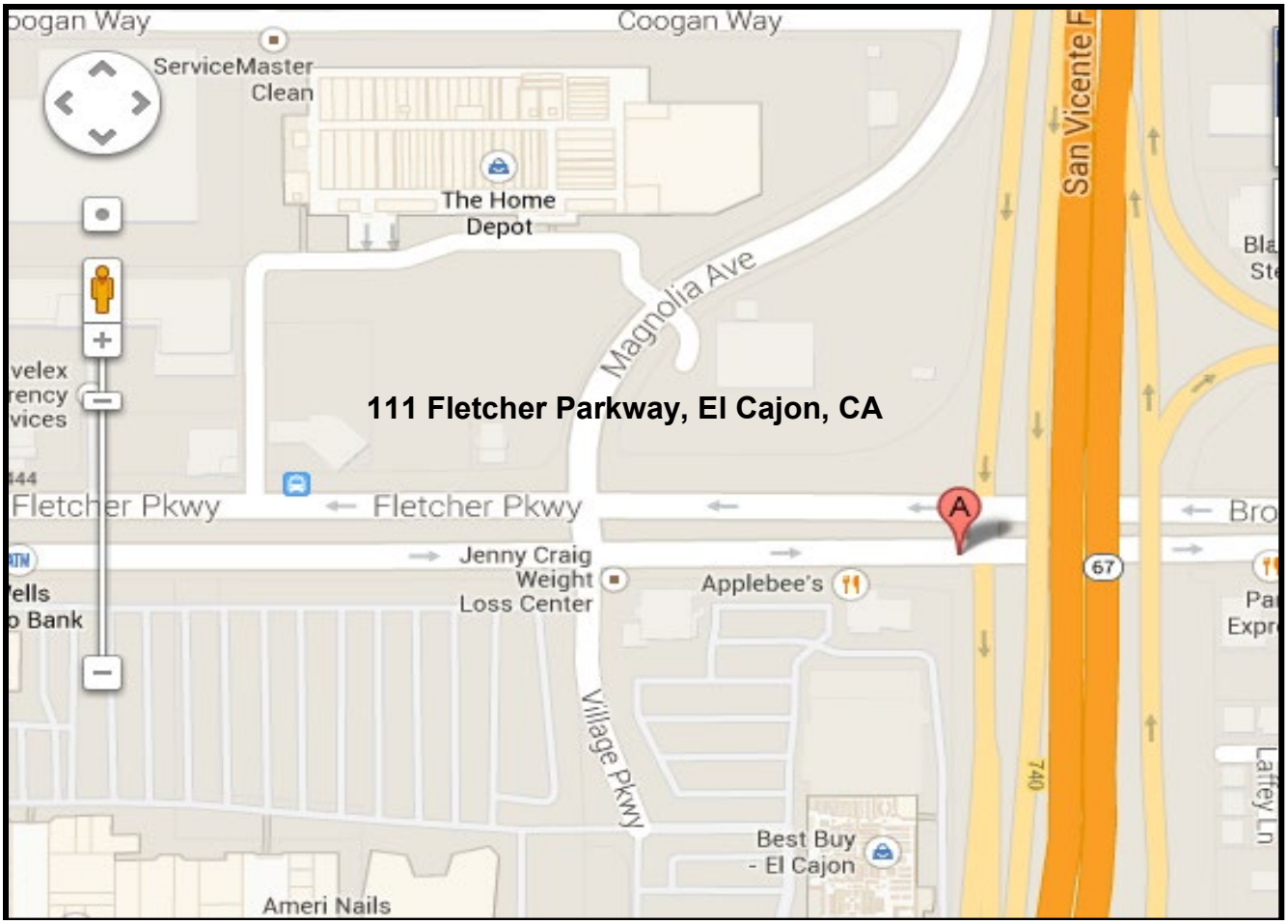
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

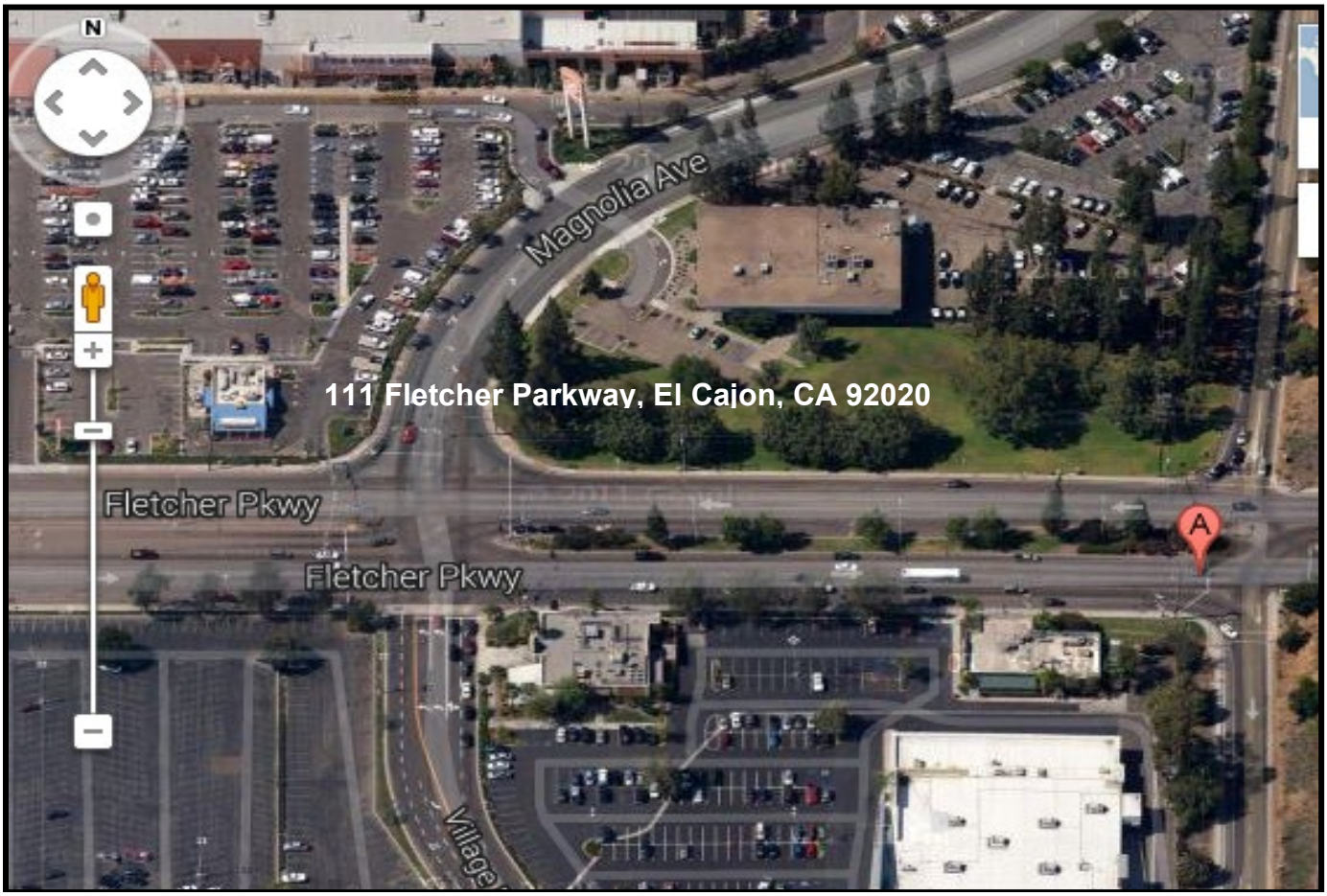
Altus Schools East County Resource Centers
Information and Street Map

Location

Resource Center (RC)/Office Name: El Cajon – Altus Schools East County
RC/Office Address: Westfield Shopping Mall - 111 Fletcher Parkway, El Cajon, CA 92020
Directly behind Applebee's, next door to Metropolitan Credit Union
RC/Office Public Phone Number: 858-249-7018
RC/Office Fax Number:619-588-1546

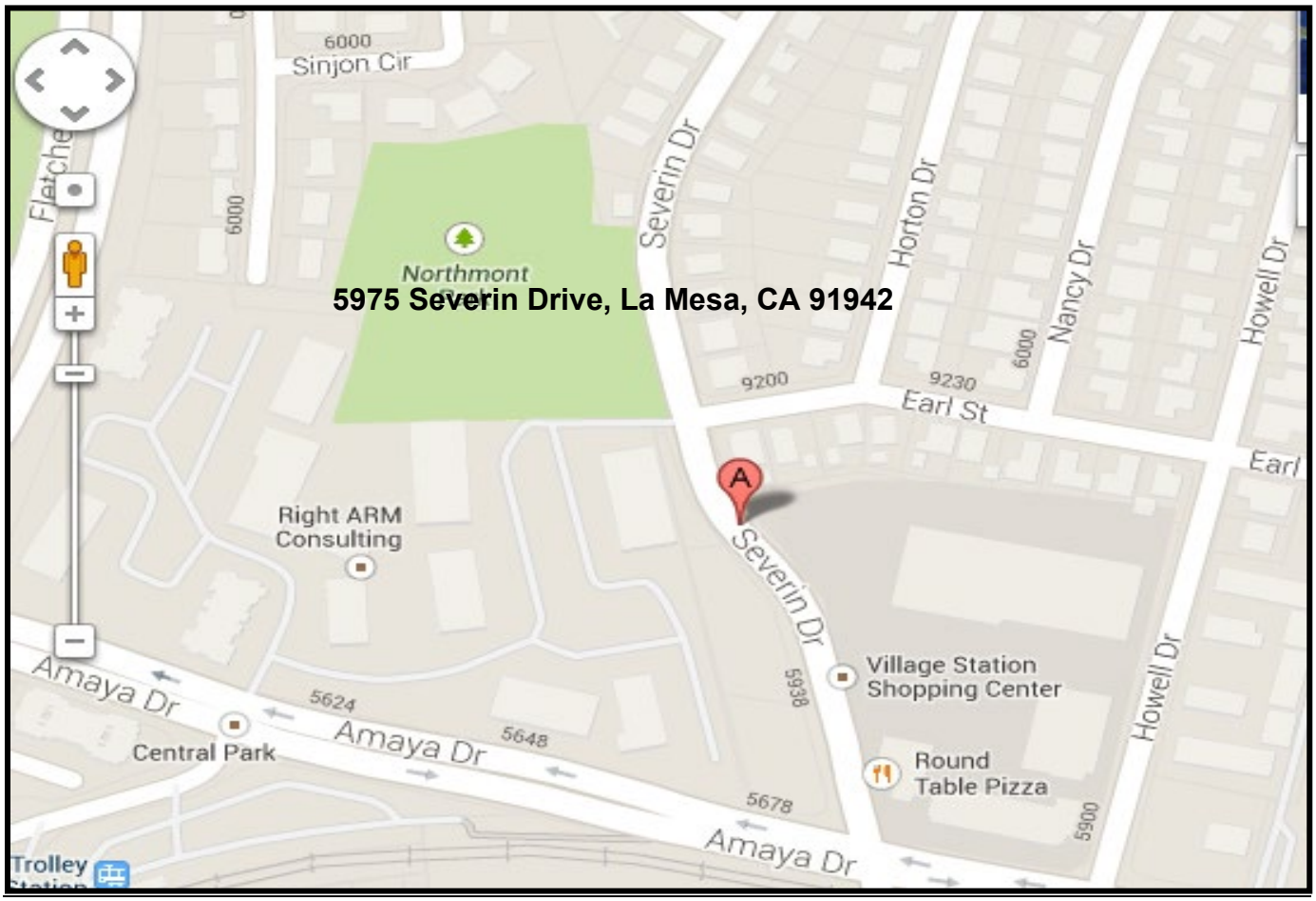


El Cajon Aerial Map

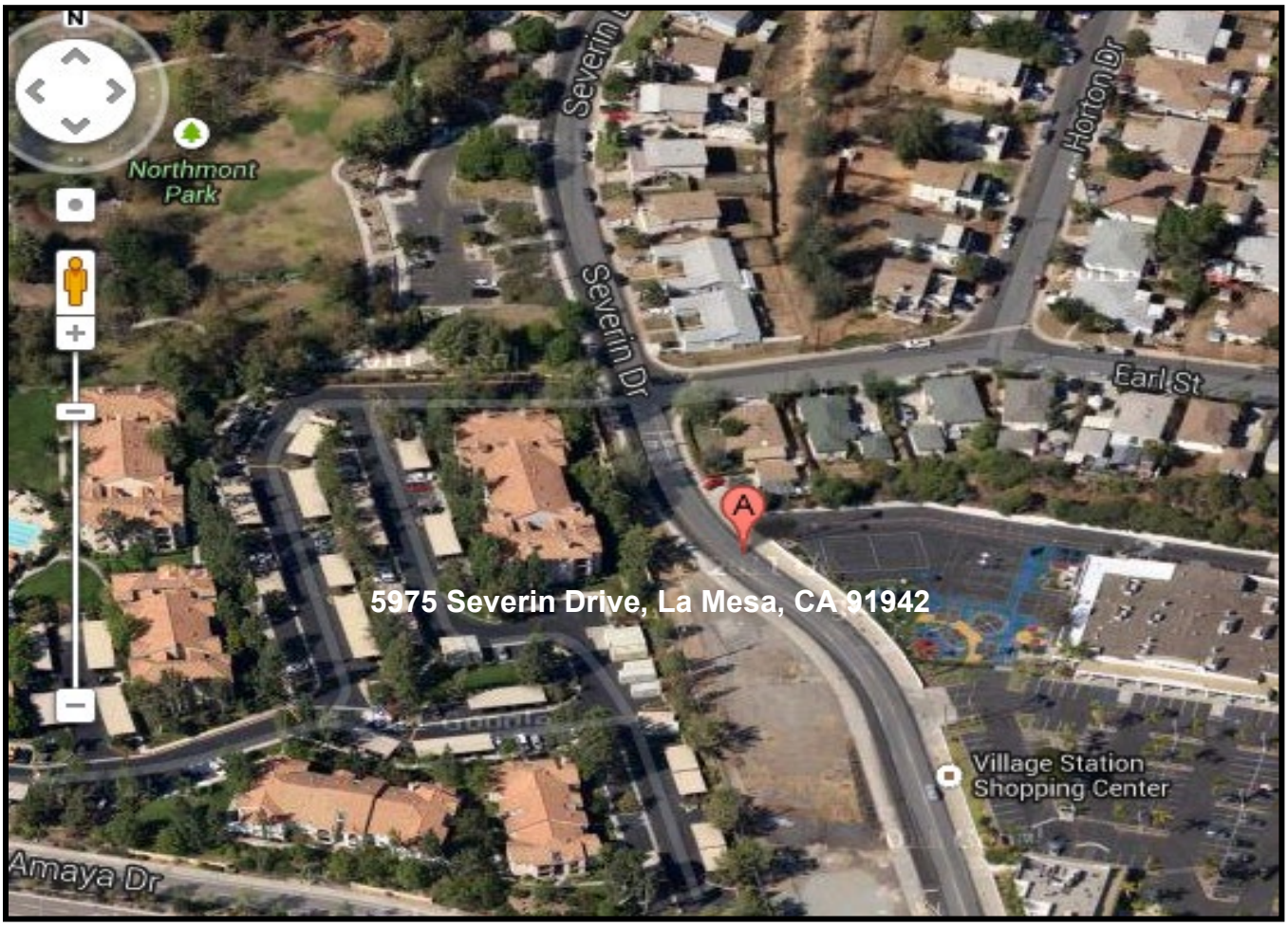


Location

Resource Center (RC) Name: La Mesa
RC Address: 5975 Severin Dr., La Mesa, CA 91942
Located in the Village Station Shopping Complex
RC Public Phone Number: 858-249-7018
RC Fax Number: 619-588-1546

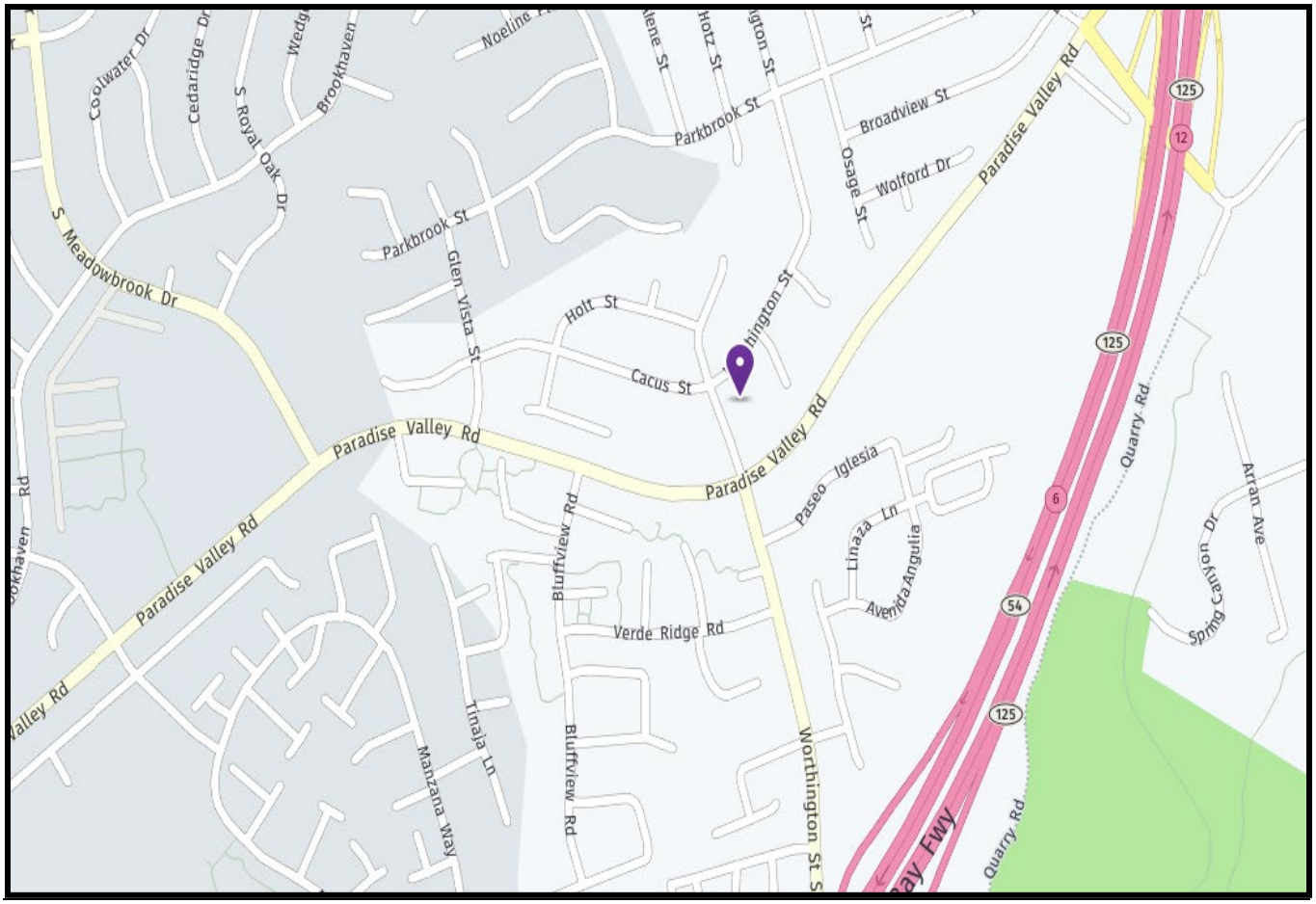


La Mesa Aerial Map



Location

Resource Center (RC) Name: Paradise Valley
RC Address: 123 Worthington Street, Suites 104-106, Spring Valley, CA 91977
Near the Seven Eleven Store
RC Public Phone Number: 858-249-7018
RC Fax Number: 619-588-1546



Paradise Valley Aerial Map



Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools East County the crime data indicates that there have been no incidents of the last two years. ASEC staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	257	23-24yr	260		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools East County adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools East County. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	***Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.***
Chief Financial Officer	***Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.***
Director of Operations & Technology	***Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.***
School Coordinator	***Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.***

Operational Overview
Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center
The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools East County defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools East County will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. **Assess situation (to evacuate or secure RC)**

2. **Call 911**

3. **Contact EOT: Communicate essential information**

   ***Example*: Describe the situation – clearly and calmly.**
   Who is involved?
   Who's present/at the RC –staff/students/community?

Have the police been called? Have they arrived?
Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.

4. **Gather essential information – keep emergency supplies in one area**

   - **Student emergency binder**
   - **Student roster**
   - **Emergency procedure binder**
   - **Today's sign in sheet**
   - **Backpack, First Aid Kit, Blood borne Pathogen Kit**
   - **Keys**

5. **Reassess situation and roll call**
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. **Give students appraisal of situation**
   Tell them what to do and what is expected.

7. **Re-contact EOT**

8. **Release students as appropriate to authorized individuals.**

9. **Contain remaining students in designated safe area.**

10. **Wait until crisis has passed**

11. **Notify corporate office**
12. **Remaining students will be brought to safe area designated by EOT**

13. **Staff will then be released by EOT**

<u>Resource Center Preparedness Activities</u>
Training programs for staff:

- **Disaster preparedness and scene management classes**
- **Mock disaster drill**
- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**
- **HIV Awareness**

Educational activities:

- **Basic earthquake education**
- **Parent meetings, home preparedness and orientation to RC plan**

Equipment and supplies:

- **Trauma/first aid kits**
- **Bodily fluid cleanup kit**
- **Backpacks for sweep and rescue team**

Aftermath plan:

- **Return school/community to normal**
- **Provide safe place to process event**
- **Plan for resumption of normal activities**

***Drills are scheduled at least three times per year**

Communications

Altus Schools East County Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

♦ **RC**	**Identify your location**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911**
	Orange (Serious)
	Yellow (Potential – advisement)
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In class, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Procedure

- **Superintendent will declare need for emergency action.**
- **Superintendent, School Coordinator and any designated support staff prepare ParentSquare telephone message and E-mail message.**
- **Superintendent notifies Altus Schools East County Board of Directors.**
- **Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.**
- **When schools are not in session, it may be necessary to call employees at home.**
- **Callers must report to the Superintendent's office by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.**
- **Share all information on the operation of the telephone tree with support staff at your RC.**
- **Make copies of the tree information and give to appropriate staff.**

- **It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.**

Sample Emergency Call

Resource Center	**This is a code Orange. There are approximately 6 male students assembled on the south side of Fletcher Parkway, across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.**
Central	**I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.**

Resource Center

- **Remember, speak calmly and slowly.**
- **Tend to the business at hand and keep Central informed. STAY CALM.**
- **If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools East County administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSuare allows Altus Schools East County to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- **Do not aggressively confront any individual or group.**
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. **<u>Receive Communication.</u>**

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools East County emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. **<u>Ascertain the level of emergency and degree of danger.</u>**

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Altus Schools East County Administrative Office to alert them to the emergency.

3. **<u>Assist in the implementation of the action plan worked out with the RC.</u>**

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. **<u>Log call.</u>**

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **X Keep an "Epi" pen in the school office and notify staff as to location.**
- **X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

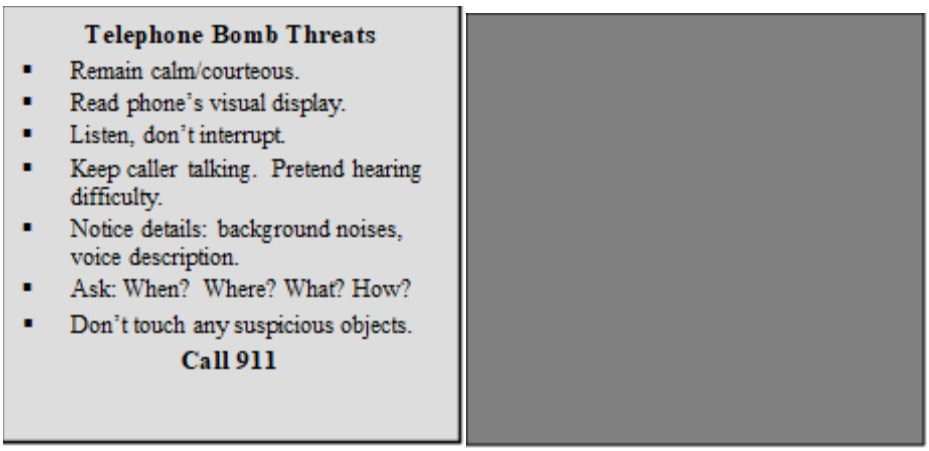
- X **Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X **Move up-wind from the potential danger.**
- X **Call 911. Provide exact location and nature of emergency.**
- X **Designate security team to isolate and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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- X **Note the manner in which the threat was delivered, where it was found and who found it.**
- X **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.**
- X **Caution students against picking up or touching any strange objects or packages.**
- X **Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X 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.
- X 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.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Issue STAND BY instruction. Determine if evacuation is required.
- **X** Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.
- **X** Delegate a search team to assure that all students have been evacuated.
- **X** Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- **X** Monitor local AM radio weather station for flood information.
- **X** Notify the Director of Operations and Technology of school status and action taken.
- **X** Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- **X** If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- **X** Remain with students throughout the evacuation process.
- **X** Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- **X** Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- **X** **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- **X** **Alert the School Coordinator/Safety Ambassador.**
- **X** **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X** **Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- **X** **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- **X** **Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- **X** Notify utility company. Provide the following information:
- **X** Determine length of time service will be interrupted.
- **X** Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- **X** If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- **X** Use messengers with oral or written word as an alternate means of faculty notification.
- **X** Notify District Office of loss of service.
- **X** Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

X **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

X **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.**

X **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.**

X **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.**

X **Facilitate a meeting with student(s) and family to review expectations.**

X **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

X **If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

X **Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.**

X **Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.**

X **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Keep the individual under continuous adult supervision.
- **X** Keep the individual in the resource center until parent/guardian has been notified.
- **X** Arrange appropriate support services for necessary care of individual.
- **X** 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).
- **X** School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- **X** Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- **X** Provide follow-up collaborative support for the student and parents (as indicated) within the school
- **X** Develop a safety plan prior to the student's return to school.
- **X** Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- **X** Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- **X** Notify School Coordinator/Safety Ambassador.
- **X** Notify school nurse, school psychologist, counselor or social worker.
- **X** Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X Initiate DROP, COVER AND HOLD ON.**
- **X If explosion occurred inside the resource center, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.**
- **X Check to be sure all students have left the resource center. Remain with students throughout evacuation process.**
- **X Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**

X **Render first aid as necessary.**

X **Do not return to the resource center until the emergency response personnel determine it is safe to do so.**

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

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

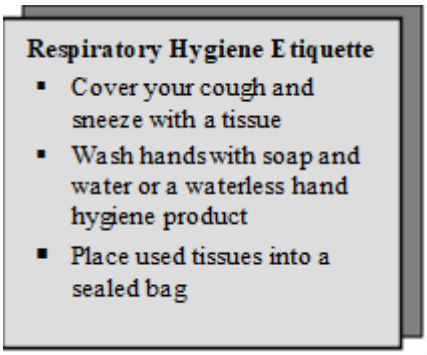
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- **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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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



STAFF and STUDENT ACTIONS:

- x **Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- x **Practice "respiratory hygiene etiquette".**
- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

EMERGENCY RESPONSE: ACTIVE SHOOTER/ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**

- **<u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.**

- **Place terrain and buildings between you and the assailant to cover your escape.**
- **Keep going until you are certain you are out of danger.**
- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call <u>(insert phone #)</u> to report your location and obtain instructions.**

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- **Lock the doors**
- **Close and lock windows and close blinds or cover windows;**
- **Turn off lights;**
- **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
- **Silence all electronic devices;**
- **Remain silent;**
- **Position occupants spread out and out of line of site from room entrance.**
- **Prepare to take action if the assailant attempts to get in the room;**
- **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
- **Call 911 as soon as it is safe to do so.**
- **Remain in place until evacuated by identifiable law enforcement officers.**

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- **If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.**
  - **Construct a strong barricade.**
  - **If you have another way out (a window or back door) use it while the assailant is attempting to get in.**
  - **If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.**
    - **a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)**
- **Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.**

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. **Provide as much information as possible (slow down – be calm):**
    - **State the emergency: "I hear gunfire." "I saw…"**
        - **Give information on people who are wounded.**
    - **Location of the assailant (if known):**
    - **Description of the assailant (if known):**
    - **Your precise location: "room __"**
    - **The number of children with you:**
b. **Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.**

4. **Special Topics**

a. **<u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.**

- ***Run* – If you encounter injured persons while you are trying to get out of danger…**
    - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

- ***Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.**
    - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

- ***Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
    - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
    - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

b. **<u>Law Enforcement</u>: If you encounter law enforcement officers…**
    - **Immediately raise your hands in the air and display your open palms.**
    - **Don't run up to officers or attempt to hug or talk to them.**
    - **Don't talk unless they ask you a question.**
    - **Do exactly what they tell you to do.**

c. **<u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:**
    - **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**

- **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

d. **<u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)**

e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**
    - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
  - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.**
    - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
  - **Assist police in entering the school;**
  - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
  - **The Operations Section should prepare an emergency evacuation area for reunification.**
    - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
    - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
    - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
    - **Vans should be placed on standby for evacuation.**
    - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
  - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**
  - **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
  - **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
  - **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

Goal 1 Objectives

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure**
c) **Develop a clear chain of command with staff**

Goal 2 Objectives

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure**

Goal 3 Objectives

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
a) **Maintain an adequate supply of fire extinguishers**
b) **Ensure proper maintenance of fire prevention equipment**

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure**
b) **Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure**
c) **Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans**

Goal 2 Actions

a) **Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure**

Goal 3 Actions

a) **Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan**
b) **Ensure combustible materials are stored in fireproof containers**
c) **Provide fire prevention materials to before/after school program staff**
d) **Hold fire extinguisher training for staff**
e) **Ensure adequate supply of fire extinguishers are appropriately maintained on campus**
f) **Hold required number of fire drills and vary the situation to improve staff and student response**

STAFF ACTIONS

Goal 2 Actions

a) **Take fire extinguisher training or read about/watch video on how to use a fire extinguisher**
b) **Read any fire prevention and wildfire response materials provided by administration**

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. **While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions**

Objective(s):

Goal 1 Objectives

a) **Conduct appropriate wildfire response actions in a timely manner**
b) **Conduct accountability procedures in a timely manner**
c) **Activate school location Incident Command Team, as necessary**

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Work with the district office, local fire department and other responders to determine best course of action**
b) **Use the "Wildfire Evacuation Decision Tree" following this section.**
c) **Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes**
d) **Communicate plan of action to staff and students:**
   - **voluntary evacuation**
   - **early dismissal**
   - **mandatory evacuation**
   - **shelter-in-place**
   - **campus closure**

e) **Consider the following while implementing response action**

- **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
- **Food and water**
- **Transportation**
- **Security and Safety**
- **Communications**

f) **Contact families to notify of planned course of action**

g) **Activate school Incident Command Team, as necessary**

- **Reunification Team**

h) **Ensure all staff and students are accounted for**

i) **Ensure that access roads are kept open for emergency vehicles**

j) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

k) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting classrooms/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:
<u>Goal 1 Actions</u>

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
b) If evacuating or sheltering-in-place, take emergency backpack and student kits
c) Maintain control of the students a safe distance from the fire and firefighting equipment
d) Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel
e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
f) Serve in any designated position on the Incident Command Team

a) Shut classroom or office door after all individuals have exited
b) Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to district office
c) Provide information to media

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) **Provide critical information to the district office in order to develop effective key messages**
b) **Work with appropriate district department to write messages to inform parents, staff and the community about what happened**
c) **Work with appropriate district department to draft talking points for phone calls and media requests**

Goal 2 Actions

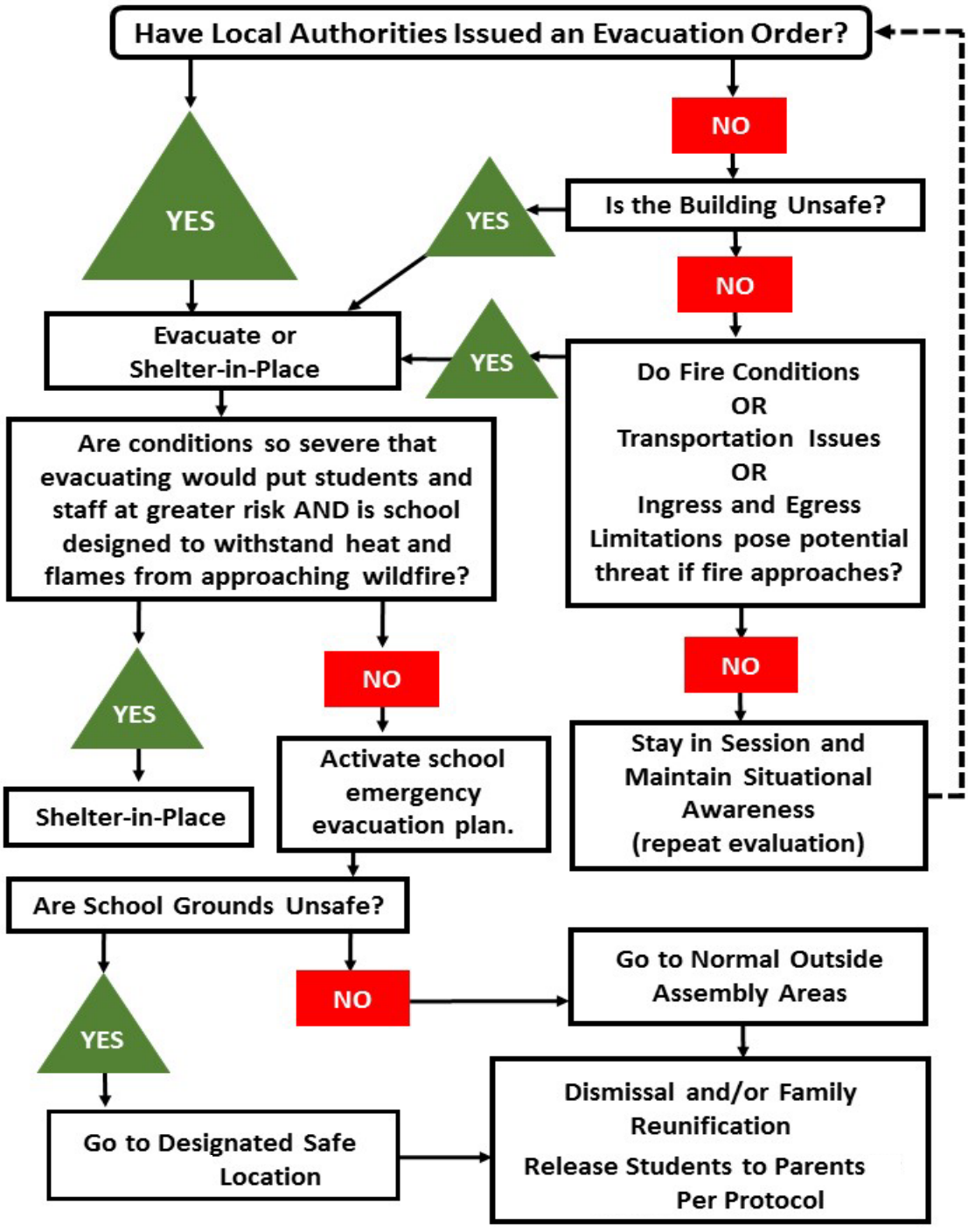
a) **Conduct an after-action report process and implement necessary actions for improving future responses**
b) **Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response**
c) **Identify steps to improve future responses**
d) **Implement steps to improvement**

STAFF ACTIONS

Goal 2 Actions

a) **Participate in the after-action report process**
a) **Participate in any determined corrective actions discovered in the after-actions process**

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools East County has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools East County's primary goal in the fight against opioids and fentanyl use is prevention.
Altus Schools East County will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**
- **For students, instruct staff member to contact the parent/guardian or emergency contact on file.**

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

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

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

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

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

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

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

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

naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

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

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

STEP 4: SUPPORT THE PERSON'S BREATHING

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

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE

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

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

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

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

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

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

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

STEP 6: Additional Support

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at the School Coordinator's office.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

n) **Harassed, threatened, or intimidated a student who is a complaining witness or**

witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

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

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

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

1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and**

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

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation or transmission originated on or off the School location, 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.**

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision,**

"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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation or transmission originated on or off the School location, 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

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

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a

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

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

4. Homework Assignments During Suspension

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense, and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family

Educational Rights and Privacy Act (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 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 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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.**

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole

discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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.

Notification to Staff of Dangerous Students

a. **The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools East County School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Altus Schools East County is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools East County shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools East County may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

Loitering Law

LOITERING LAW COMPLIANCE:

SY 2023-2024

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- **On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.**
- **On scheduled school days, students may travel to and from school without parental or guardian accompaniment.**
- **Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.**

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- **Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.**
- **If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.**
- **When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.**

Exceptions *may include*:

- **A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.**
- **Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.**

- **A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.**
- **A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.**
- **A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.**

Definitions

- **"Adult" means any person twenty-one (21) years of age and older.**
- **"Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.**
- **"Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.**
- **"Juvenile" means any person under eighteen (18) years of age.**
- **"Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.**
- **"Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.**
- **"Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.**

I have read and understand this notice. My student and I will obey the laws.

Student:_____
Date:_____

Parent:_____
Date:_____

Going to and From School Safely

Everyday, millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools East County students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools East County students and parents to help prepare all Altus Schools East County students for a safer journey.

1. **Every Altus Schools East County student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every student, parent, and guest are required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a school staff member,**

parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a school staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the resource center.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Altus Schools East County staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan**
- **Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using class sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Altus Schools East County is and will remain a safe place for students and adults.

Altus Schools East County staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Altus Schools East County.**

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools East County will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- **Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Child Abuse Reporting Procedures

All Altus Schools East County certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools East County employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please

continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412

2. Send the original to School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111

2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of

child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

"Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

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

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
La Mesa Police	911	619-667-1400
National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
El Cajon Police	911	619-579-3311
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS EAST COUNTY:

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools East County Safety Coordinator	619-757-0028	858-678-2045 Business Office
Altus Schools East County	630-290-3034	858-678-3908
School Coordinator		Business Office
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ **Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Bull Horn – recommend a minimum of one**
- ☑ **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)**
- ☑ **Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.**
- ☑ **Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- ☑ **Rosters - recommend a minimum of one set per room sorted by alphabet**
- ☑ **Steno Pads (5x7) – recommend one per Incident Command Team member (17)**
- ☑ **Pencils & Pens - recommend one each per Incident Command Team member (34)**
- ☑ **Copies of Forms**
- ☑ **Chalk - recommend twenty-five sticks, red in color**
- ☑ **3x5 Cards – recommend one hundred**
- ☑ **Department or Placards**
- ☑ **First Aid & Medical Team Supplies**
- ☑ **Search and Rescue Team Supplies**
- ☑ **Vests for Key Personnel – recommend a total of 17 for Incident Command Team members**

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are file folder-type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ **Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- ☑ **Current map of resource center layout. Map must show all buildings, RC numbers, and evacuation routes.**
- ☑ **Most current blueprint (architectural drawings).**
- ☑ **Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.**
- ☑ **A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.**
- ☑ **If available, current student photos on CD-ROM or most recent year book.**
- ☑ **Telephone numbers listed in numerical order for each RC/building.**

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

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

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School School Coordinator oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties**
    - **Safety Officer - ensures that all activities are conducted in as safe a manner as possible**
    - **Public Information Officer – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available**
    - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
    - **Resource Center Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander**
    - **Search & Rescue Leader and Team – checks RC for damage, rescues victims, and reports RC conditions**
    - **First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)**
    - **Student/Parent Reunification**
        - **Assembly Area – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)**
        - **Request Gate – processes requests by parents or authorized adults for release of students**
        - **Release Gate – releases student to parent or authorized adult**

- **Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident**
    - **Documentation – collects, evaluates, and documents event**
    - **Situation Analysis – assesses the overall incident**
- **Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services**
    - **Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response**
- **Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability**

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification
The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

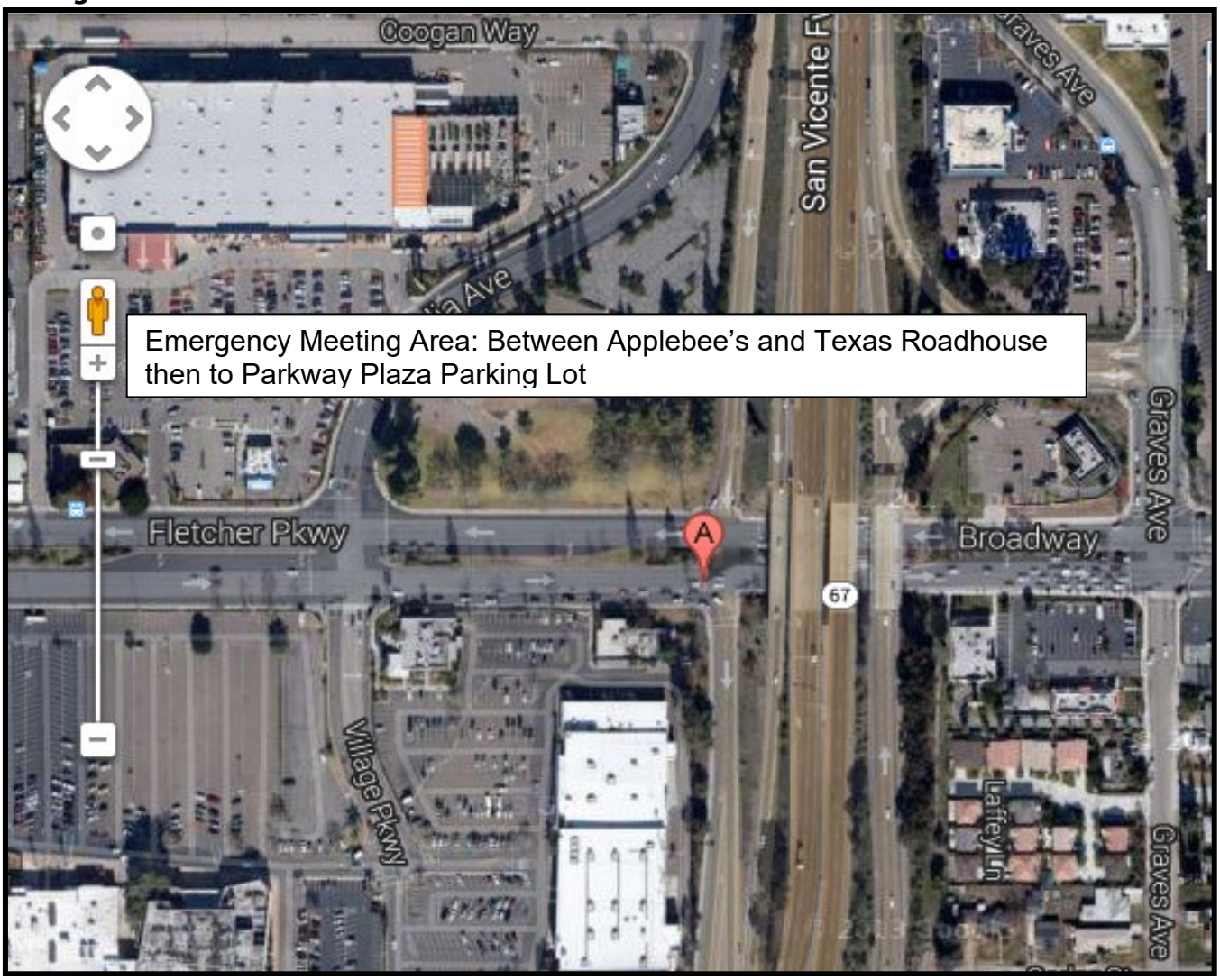
The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

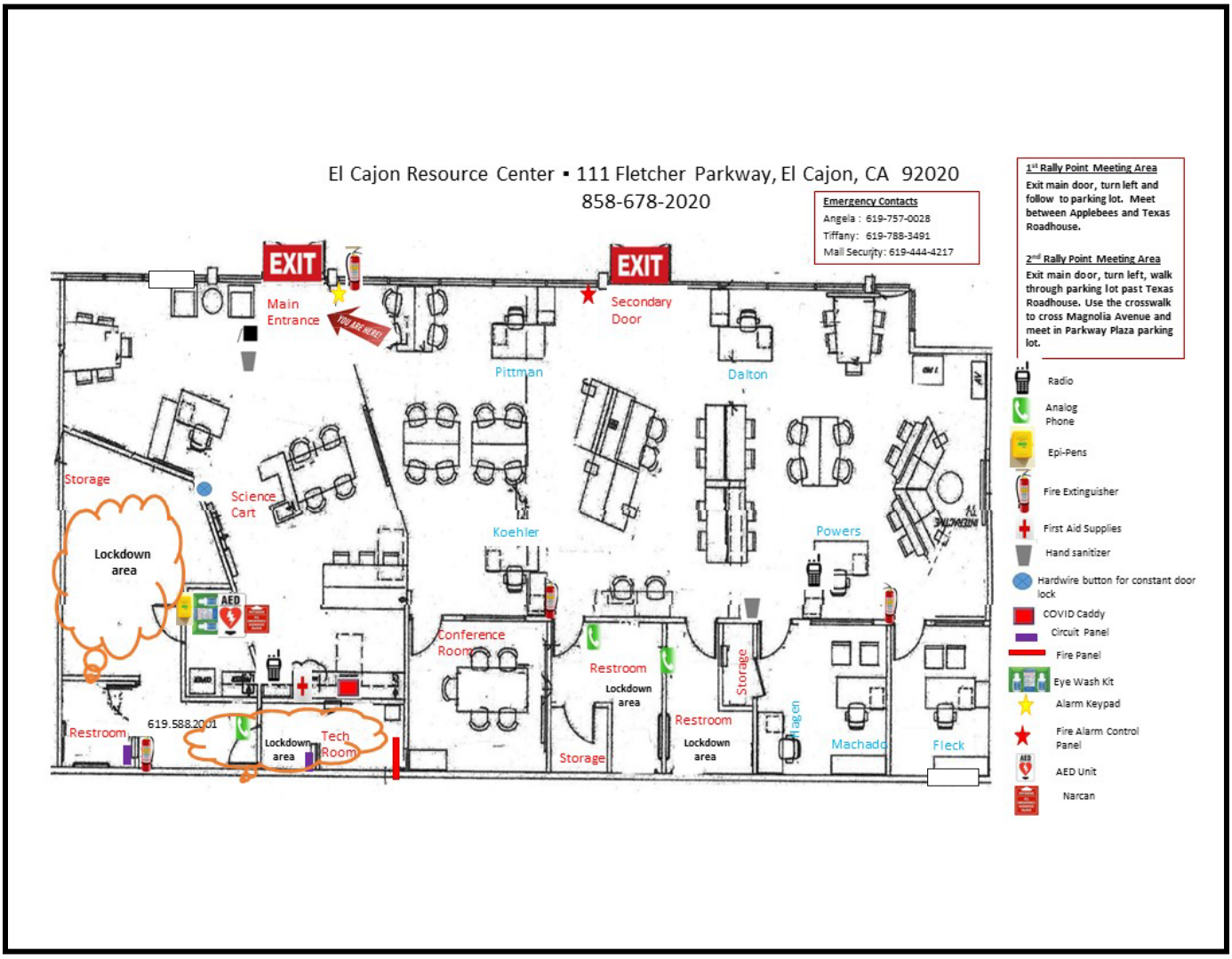
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

El Cajon: 111 Fletcher Parkway, El Cajon, CA 92020
Cross Street: North Magnolia Avenue
Emergency Meeting Area: Between Applebee's and Texas Roadhouse then to Parkway Plaza Parking Lot



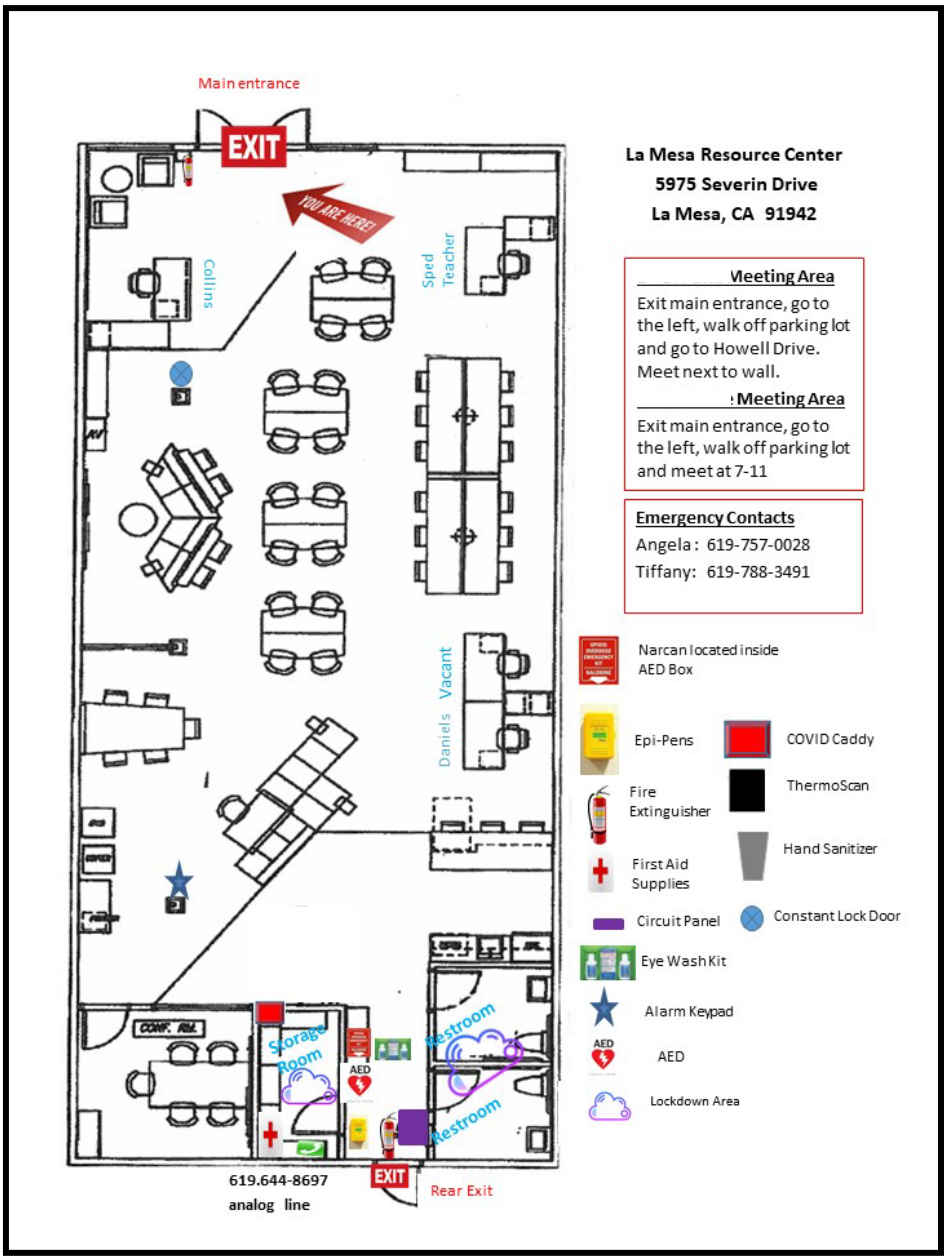
El Cajon Plan



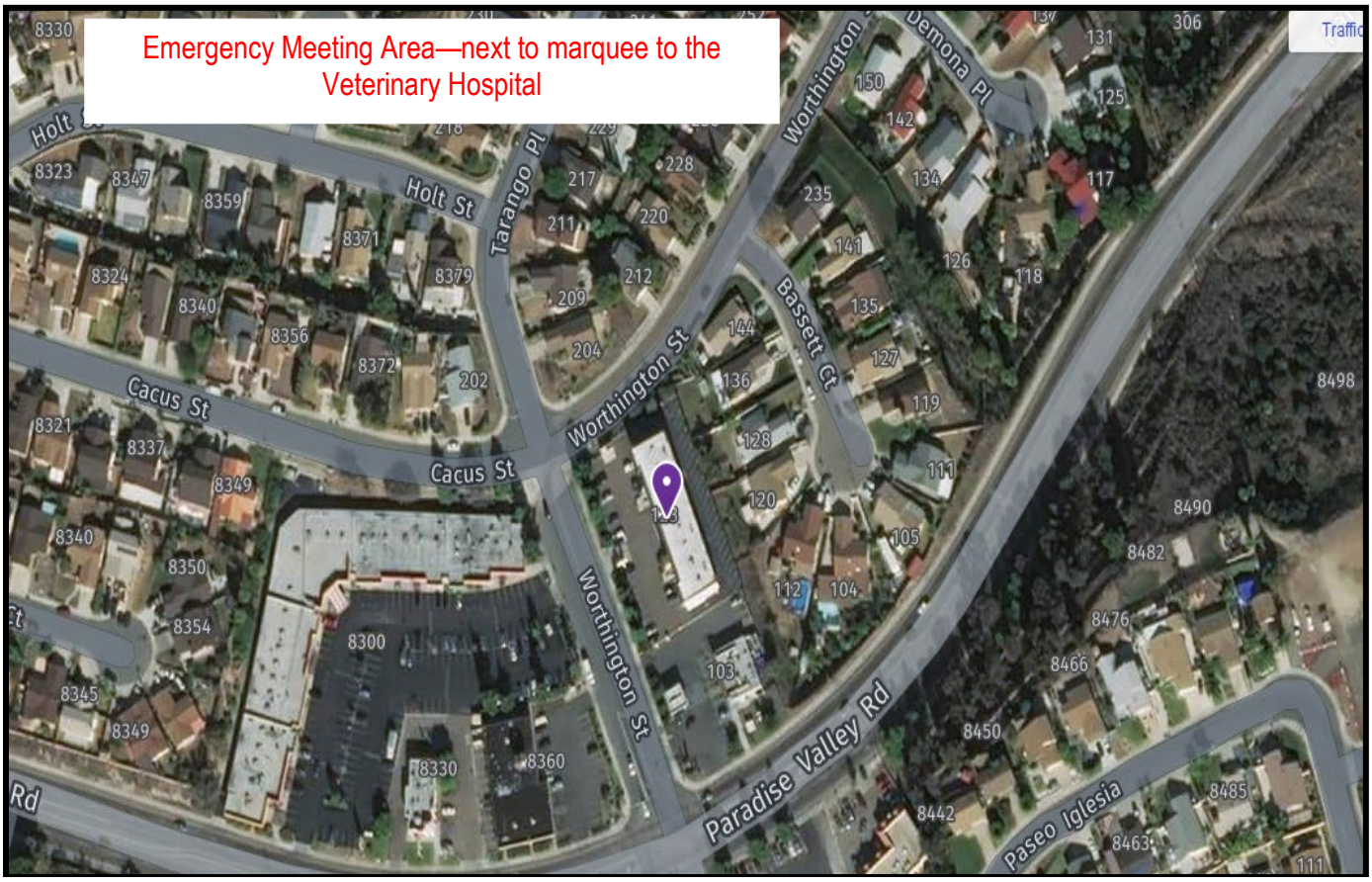
La Mesa: 5975 Severin Drive, La Mesa, CA 91942
Cross Street: Amaya Drive
Emergency Meeting Area: Howell Drive, Next to Wall then line up against North Wall in parking lot



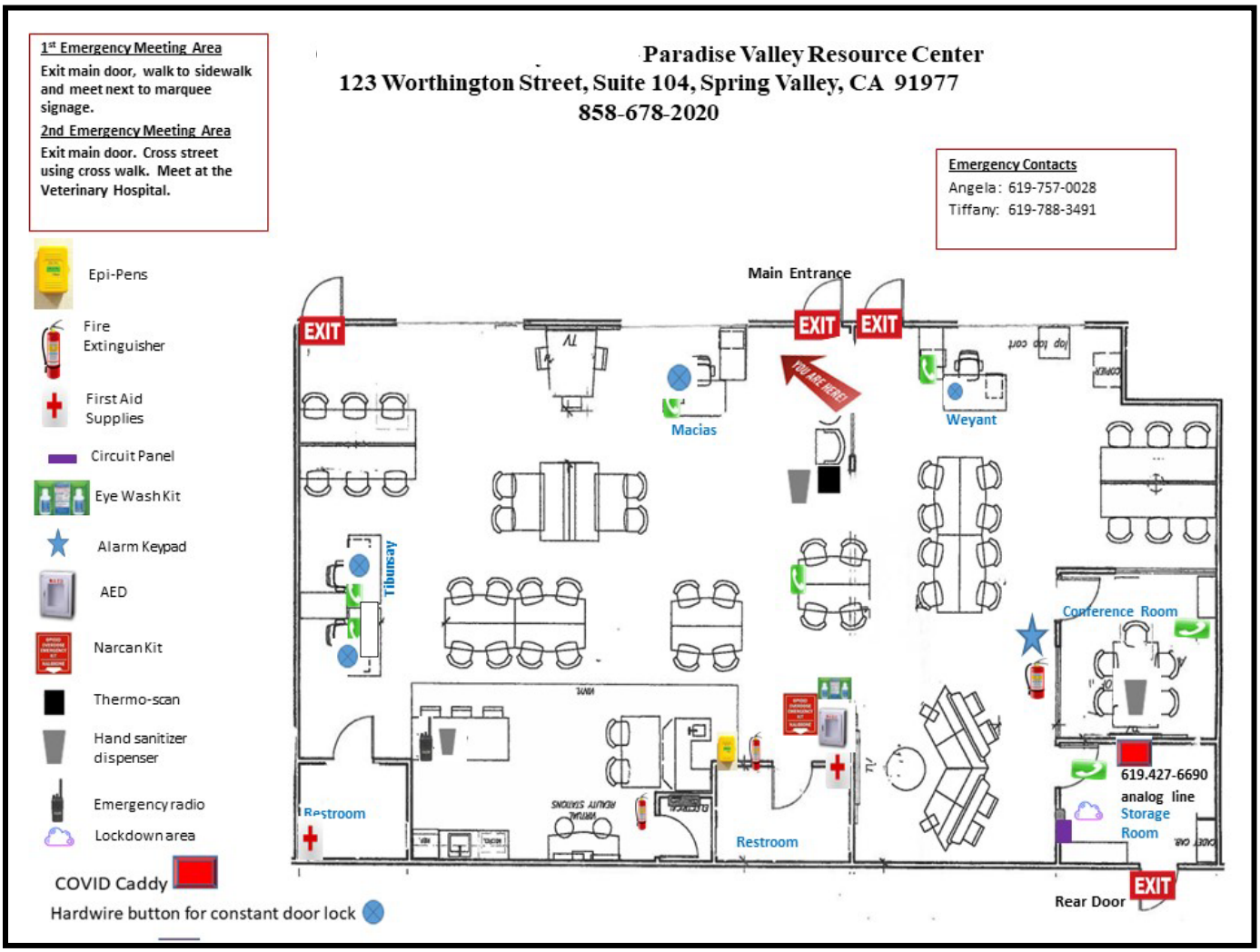
La Mesa Plan


Main entrance
EXIT
YOU ARE HERE!
Collins
Sped Teacher
Daniels
Vacant
Storage Room
AED
Restroom
Restroom
619.644-8697
analog line
EXIT
Rear Exit
La Mesa Resource Center
5975 Severin Drive
La Mesa, CA 91942
Meeting Area
Exit main entrance, go to the left, walk off parking lot and go to Howell Drive. Meet next to wall.
Meeting Area
Exit main entrance, go to the left, walk off parking lot and meet at 7-11
Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491
Narcan located inside AED Box
Epi-Pens
COVID Caddy
Fire Extinguisher
ThermoScan
First Aid Supplies
Hand Sanitizer
Circuit Panel
Constant Lock Door
Eye Wash Kit
Alarm Keypad
AED
Lockdown Area

Paradise Valley: 123 Worthington Street, Suite 104-106, Spring Valley, CA 91977
Cross Street: Paradise Valley Road
Emergency Meeting Area: Next to Marquee to the Veterinary Hospital



Paradise Valley Plan



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near a Altus Schools East County RC endangers student or staff safety, Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. **A teacher or designee will declare "this is a lockdown" alerting staff and students in a calm manner.**
2. **All students and staff remain in their RC or offices.**
3. **All RC doors and windows are to be closed and locked.**
4. **All window blinds should be drawn or closed.**
5. **A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.**
6. **Safety Ambassador or designee will call/email Executive Safety Committee.**
7. **A staff member will take a head count of ALL persons in RC/building**
8. **A staff member will use the attached Sign In sheet for ALL persons on location.**
9. **All lights should be turned off (as needed)**
10. **A member of the Altus Schools East County Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
    ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.
11. ***No one is permitted to leave and no one, including a parent, is allowed in the RC.***
12. **Students and staff will remain quiet and calm.**
13. **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.**
14. **First aid will be rendered by staff as necessary.**
15. **Resource Center staff should defer media statements to the Communications Department.**

Only a member of the Altus Schools East County Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- **Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.**

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- **Authorities inform the school or RC of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**
- **The execution of a high-risk search or arrest warrant.**
- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a RC.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as school and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.**
- **Parents will be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**
- **Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.**

Following Lockdown:

- **The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:**
    - **Lockdown Incident Report Form**
    - **Emergency Sign-In Report**
    - **Emergency Student Sign Out Report**
- **The Safety Committee will convene within 72 hours to debrief**
- **The Safety Ambassador Coordinator will keep a record of all occurrences.**

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information, and resources during your lockdown?**

7. **Are there any recommendations:**

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ **Date:** _____

Date Report Received: _____

ALTUS SCHOOLS EAST COUNTY EMERGENCY LOCKDOWN SIGN-IN SHEET

(ALL persons in RC/building sign in) ***When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.***

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

6.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

7.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

8.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

9.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

11.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

12.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

13.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

14.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

16.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

17.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

18.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

19.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

21.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

22.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

23.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

24.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

25.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

26.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

27.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification
In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification
Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: Incident Commander
Alternate: Operations Chief

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification
Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify the Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains Safety Plan and other documents)
- ❑ Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. **Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**
B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
   - **Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
   - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
   - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**
   - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
   - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**
B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
C. **School-employed mental health professionals should be involved in every stage of preparation.**
   - **Prior to the drill, staff should be trained to recognize common trauma reactions.**
   - **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
   - **After completion, staff and students should have access to mental health support, if needed.**
D. **Participation should never be mandatory, and parental consent should be required for all students.**
E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**

6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**
8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

***Costs versus benefits*. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.**

***Empowerment versus potential harm*. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and**

save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age-appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions

including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those**

with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are

not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools

should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
   - **Identifies a lead person to coordinate school safety efforts, including drills.**
   - **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations.**
   - **Takes a lead in identifying the most appropriate preparedness activities for the school.**
   - **Provides ongoing professional development and training as needed; and**
   - **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**
   - **Identify the types of crisis events most likely to occur,**
   - **Determine the current school culture and climate,**
   - **Map existing resources and capacities of school personnel or school safety teams, and**
   - **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**
   - **Considers financial costs in relation to the likelihood of a particular crisis.**
   - **Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;**
   - **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
   - **Considers the current knowledge and identified needs of the staff; and**
   - **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the school environment, taking into consideration:**
   - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
   - **Age, cognitive, and developmental levels of awareness of students;**
   - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
   - **The capacity, comfort level, and trust among staff;**
   - **Administrative support;**
   - **Optimal timing, including time of year, day of the week, and time of the day;**
   - **Relationships with external partners, law enforcement, and other first responders; and**
   - **The layout of the school building and campus.**

5. **Create a plan of progression that:**
   - **Considers whether any previous activities have been conducted in the school;**

- **Starts with simple, low-cost, discussion-based exercises;**
- **Considers all available types of drills;**
- **Identifies specific objectives and goals for the drills; and**
- **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**
   - **Previous traumatic experiences of those involved are considered;**
   - **School staff learn to recognize stressful reactions to drills;**
   - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
   - **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
   - **Adequate follow up is available for students or staff with questions; and**
   - **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**
   - **Informs members of the school community of planned drills and what will be entailed;**
   - **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
   - **Provides opt-out options for staff and students; and**
   - **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**
   - **What additional training is required;**
   - **How the drill integrates with other school safety and crisis prevention efforts;**
   - **How current and previous training and knowledge can be maintained and built upon; and**
   - **When follow-up should be conducted and how often.**

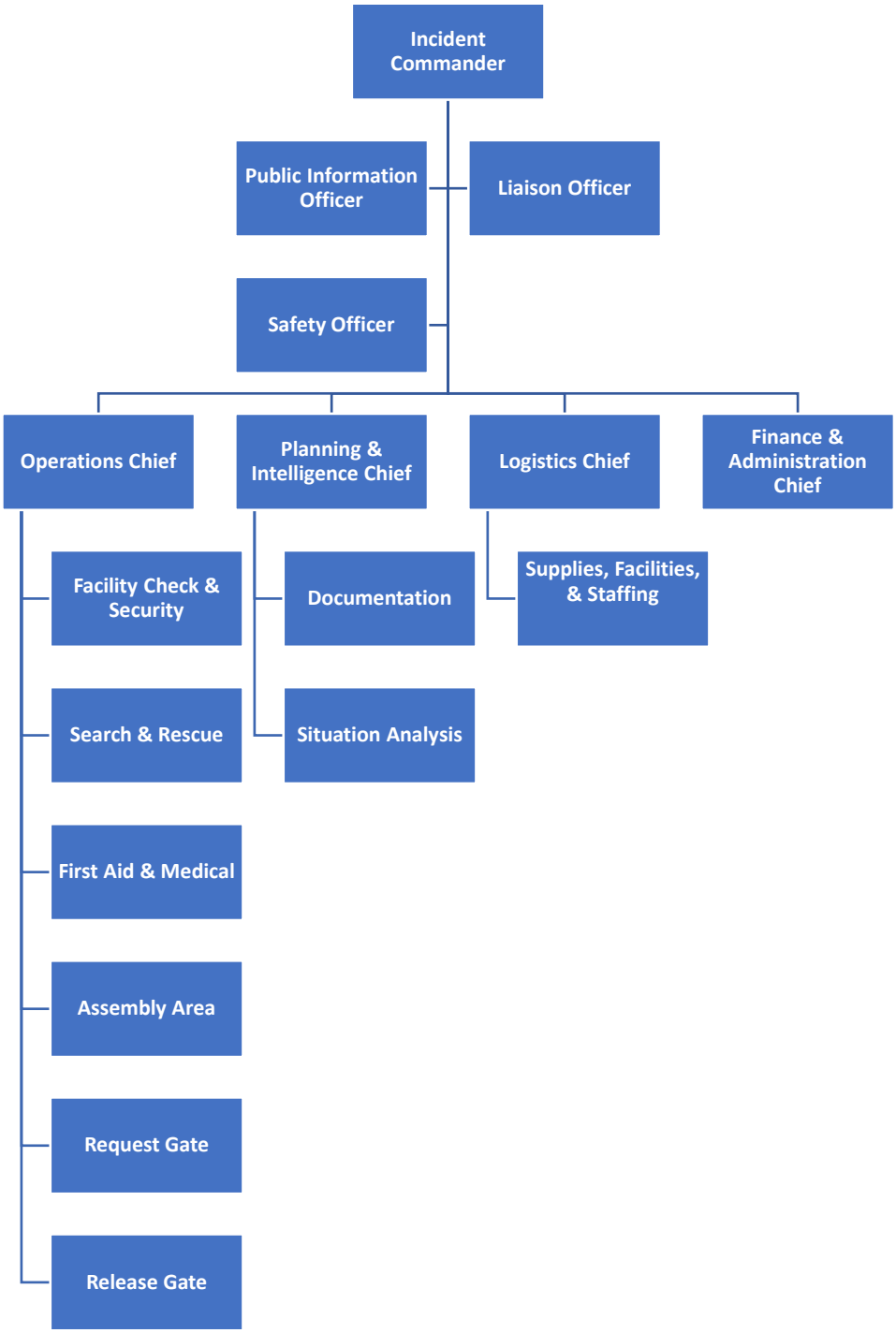
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team



Organizational Chart

INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. **Identification vest**
2. **Two-way campus radio**
3. **Paper and pens/pencils**
4. **Job description clipboard**

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. **Once notified of your assignment, put on your vest.**
2. **Check in with the Incident Commander at the Incident Command Post for a situation briefing.**
3. **Check in with your Chief for details and updates associated with your position.**
4. **Obtain necessary equipment and supplies.**
5. **Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:**
    a. **Messages received**
    b. **Actions taken**
    c. **Decision justifications and documentation**
    d. **Requests filled**
    e. **Document missing staff**

Position Deactivation

1. **At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.**
2. **Return equipment and reusable supplies to Logistics.**

Section: Command
Position: Incident Commander

Responsibility:

The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ **Crisis Response Boxes**
- ☐ **Emergency Disaster Kit**
- ☐ **Master keys**
- ☐ **Position-Specific forms**
- ☐ **AM/FM radio (battery)**
- ☐ **Command Post Tray (pens, etc.)**
- ☐ **Emergency Plan**
- ☐ **Tables & chairs (if Command Post is outdoors)**
- ☐ **Job Description Clipboards**
- ☐ **Bull horn**
- ☐ **Staff rosters (2 sets)**
- ☐ **Copies of Forms**

Start-Up:

- ☐ **Assess type and scope of emergency.**
- ☐ **Determine threat to human life and structures.**
- ☐ **Implement Emergency Plan and Emergency Procedures.**
- ☐ **Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.**
- ☐ **Activate functions (assign positions) as needed.**
- ☐ **Fill in Incident Command Team Assignment Form as positions are staffed.**
- ☐ **Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- ☐ **Continue to monitor and assess total school situation:**
- ☐ **View location map periodically for Search & Rescue progress and damage assessment information.**
- ☐ **Check with chiefs for periodic updates.**
- ☐ **Reassign personnel as needed.**
- ☐ **Develop and communicate revised incident action plans as needed.**
- ☐ **Authorize release of information.**
- ☐ **Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**

- ☐ **Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- ☐ **Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."**
- ☐ **Remain on and in charge of your RC until the incident has been resolved.**

After:

- ☐ **Authorize deactivation of sections or units when they are no longer required.**
- ☐ **Deactivate the entire emergency response.**
- ☐ **Ensure that any open actions not yet completed will be taken care of after deactivation.**
- ☐ **Ensure the return of all equipment and reusable supplies to Logistics.**
- ☐ **Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- ☐ **Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command
Position: Safety Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

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

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school *as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ **Battery operated AM/FM radio**
- ☐ **Marking pens**
- ☐ **Scotch tape/masking tape**
- ☐ **Forms:**
  - **Public Information Release Worksheet**
  - **School Accountability Report Card**
- ☐ **Scissors**
- ☐ **School map(s) and area map(s):**
  - **8-1/2 x 11 handouts**
  - **Laminated display**
- ☐ **Tape recorder and tapes**

Start-Up Activities:

- ☐ **Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.**
- ☐ **Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)**
- ☐ **Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.**
- ☐ **Advise arriving media that the school is preparing a press release and approximate time of its issue.**
- ☐ **Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.**

During Event:

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

Section: Command
Position: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.**

During Event:

- ☐ **Brief Agency Representatives on current situation, priorities and incident action plan.**
- ☐ **Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.**
- ☐ **Provide periodic update briefings to Agency Representatives, as necessary.**

Section: Operations
Position: Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: **The Operations Chief should be a staff member familiar with the school and be trained in response skills.**

Responsibility: **The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**

Special Equipment:

- ☐ **Search & Rescue equipment**
- ☐ **Maps: See Crisis Response Box**

During Event:

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

Section: Operations
Position: Facility Check & Security

Reports to: Operations Chief

Staffing Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- ☐ Hard hat
- ☐ Work gloves
- ☐ Whistle
- ☐ Master keys
- ☐ Bucket or duffel bag with goggles
- ☐ Flashlight
- ☐ Dust masks
- ☐ Yellow caution tape
- ☐ Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- ☐ Check condition and take along appropriate tools.

During Event:

- ☐ As you do the following, observe the campus and report any damage to the Command Post.*
- ☐ Lock or open gates and major external doors appropriate for the situation.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, *if gas is leaking,* shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to Incident Command Post.
- ☐ Advise Incident Command Post of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

- ☐ **Direct traffic of vehicles of parents, public safety, and media as appropriate.**

Section: Operations
Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ You must be wearing sturdy shoes and long sleeves.
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Teams should be assigned based on available manpower.

During Event:

- ☐ Buddy system: Minimum of 2 persons per team.
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - Follow all operational and safety procedures.
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

☐ Search & Rescue Team Member Backpack

Start-Up Activities:

☐ You must be wearing sturdy shoes and long sleeves.
☐ Put batteries in flashlight.
☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
☐ Teams should be assigned based on available manpower.

During Event:

☐ Buddy system: Minimum of 2 persons per team.
- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
- Follow all operational and safety procedures.

☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: **Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).**

Responsibility: **Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.**

Special Equipment:

- ☐ **Marking pens**
- ☐ **First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides**
- ☐ **Tables & chairs**
- ☐ **Ground cover/tarps**
- ☐ **Forms: Notice of First Aid Care Given Form**
- ☐ **Medical Treatment Victim Log**
- ☐ **Morgue supplies:**
    - **Tags**
    - **Vicks Vapor Rub**
    - **Pens/Pencils**
    - **Plastic tarps**
    - **Plastic trash bags**
    - **Stapler**
    - **Duct tape**
    - **2" cloth tape**

Start-Up Activities:

- ☐ **Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.**
- ☐ **Request assistance from the Crisis Response Team for psychological staff and student needs**
- ☐ **Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.**
- ☐ **Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.**
- ☐ **Assess available inventory of supplies & equipment.**
- ☐ **Review safety procedures and assignments with personnel.**
- ☐ **Establish point of entry ("triage") into treatment area.**
- ☐ **Establish "immediate" and "delayed" treatment areas.**

- ☐ **Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.**
- ☐ **Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:**
- ☐ **If directed, set up morgue area. Verify:**
  - **Tile, concrete, or other cool floor surface**
  - **Accessible to Coroner's vehicle**
  - **Remote from assembly area**
  - **Security: keep unauthorized persons out of morgue.**
  - **Maintain respectful attitude.**

During Event:

- ☐ **Oversee care, treatment, and assessment of patients**
- ☐ **Ensure caregiver and rescuer safety**
  - **Latex gloves for protection from body fluids; replace with new gloves for each new patient.**
- ☐ **Make sure that accurate records are kept.**
- ☐ **Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.**
- ☐ **If needed, request additional personnel from Logistics.**
- ☐ **Brief newly assigned personnel.**
- ☐ **Report deaths immediately to Operations Chief.**
  - **After pronouncement or determination of death:**
  - ***Do not* move the body until directed by Command Post.**
  - ***Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.***
  - **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
  - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
  - **Write the following information on two tags:**
    - **Date and time found.**
    - **Exact location where found.**
    - **Name of decedent, if known.**
    - **If identified—how, when, by whom.**
    - **Name of person filling out tag.**
    - **Attach one tag to body.**
    - **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**
- ☐ **Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**

- ☐ **Keep Operations Chief informed of overall status.**
- ☐ **Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**
- ☐ **Stay alert for communicable diseases and isolate appropriately.**

After:

- ☐ **Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations
Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ Start-Up Activities:
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

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

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ **Staff with minimum of 2 team members per area, if possible.**
- ☐ **One member completes secondary head-to-toe assessment.**
- ☐ **Second member records information on triage tag and treatment records.**
- ☐ **Follow categories: Immediate, Delayed, Dead**

After:

- ☐ **Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.**
- ☐ **Assist in the Critical Incident Stress Debriefing for the staff**

Section: Operations
Position: Assembly Area

Reports to: Operations Chief

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.

- ☐ **If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.**
- ☐ **Runner takes form(s) to the designated resource center.**

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is with class</u>:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**

<u>If student is not with the class</u>:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to the Command Post.**
- ☐ **Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: **School staff or volunteers**

Responsibility: **Assure proper reunification of student with parent or guardian at the Release Gate.**

Special Equipment:

- ☐ **Stapler**
- ☐ **Signs: Parent Release Gate**
- ☐ **Empty file boxes to use for processed Student Release Forms**

Start-Up Activities:

- ☐ **Secure area against unauthorized access. Mark gate with sign.**
- ☐ **Set up Release Gate away from the Request Gate.**
- ☐ **Assign volunteers to assist, as needed.**

During Event:

- ☐ **Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.**
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**
- ☐ **Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.**

If student is not with the class:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to Incident Command Post.**

- ☐ **Incident Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.**
- ☐ **Parent should be notified of missing student status and escorted to crisis counselor.**
- ☐ **If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- ☐ **If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: **Someone familiar with the school and its occupants**

Responsibility: **Collection, evaluation, documentation, and use of information about the incident.**

Equipment:

- ☐ **File box(es)**
- ☐ **Dry-erase pens and eraser**
- ☐ **Forms:**
  - **Position Log**

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ **As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.**
- ☐ **Assist the Incident Commander in writing Incident Action Plan**

Section: Planning & Intelligence
Position: Documentation

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

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

Situation Analysis:

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

Section: Logistics
Position: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: **Administrative skills**

Responsibility: **The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.**

Special Equipment:

- ☐ **Cargo container or other storage facility with all emergency supplies stored.**
- ☐ **Forms:**
  - **Status Report**
  - **Volunteer Assignment List**

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ **Ensure that the Incident Command Post and other facilities are setup as needed.**

During Event:

- ☐ **Coordinate supplies, equipment, and personnel needs with the Incident Commander.**
- ☐ **Maintain security of cargo container, supplies and equipment.**

After:

- ☐ **Secure all equipment and supplies.**

Section: Logistics
Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Altus Schools East County
RC/Facility Planning Teams
Safety Ambassadors*
2023-2024

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

<u>Safe and Supportive Learning Environment:</u>

- ✓ **Number of students in RC – adhere to student scheduled hours**
- ✓ **Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC**
- ✓ **Share information at RC meetings; Discuss safety at monthly resource center meetings**
- ✓ **Meet with new resource center staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations**
- ✓ **Keep technology locked and secured**

<u>Instructional Support:</u>

- ✓ **Consistent RC rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR/RCA supporting the learning environment**

<u>Compliance:</u>

- ✓ **Safety Drills are mandated to be performed three days (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Channel 1)**
- ✓ **Update Resource Center Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**
- ✓

Resource Center	Safety Ambassador
El Cajon	Travis Powers
La Mesa	Kelly Collins
Paradise Valley	Kelli Weyant

Comprehensive Safety Plan

Altus SCHOOLS SOUTHERN CALIFORNIA

SY 2023-2024

MIRUS SECONDARY SCHOOL

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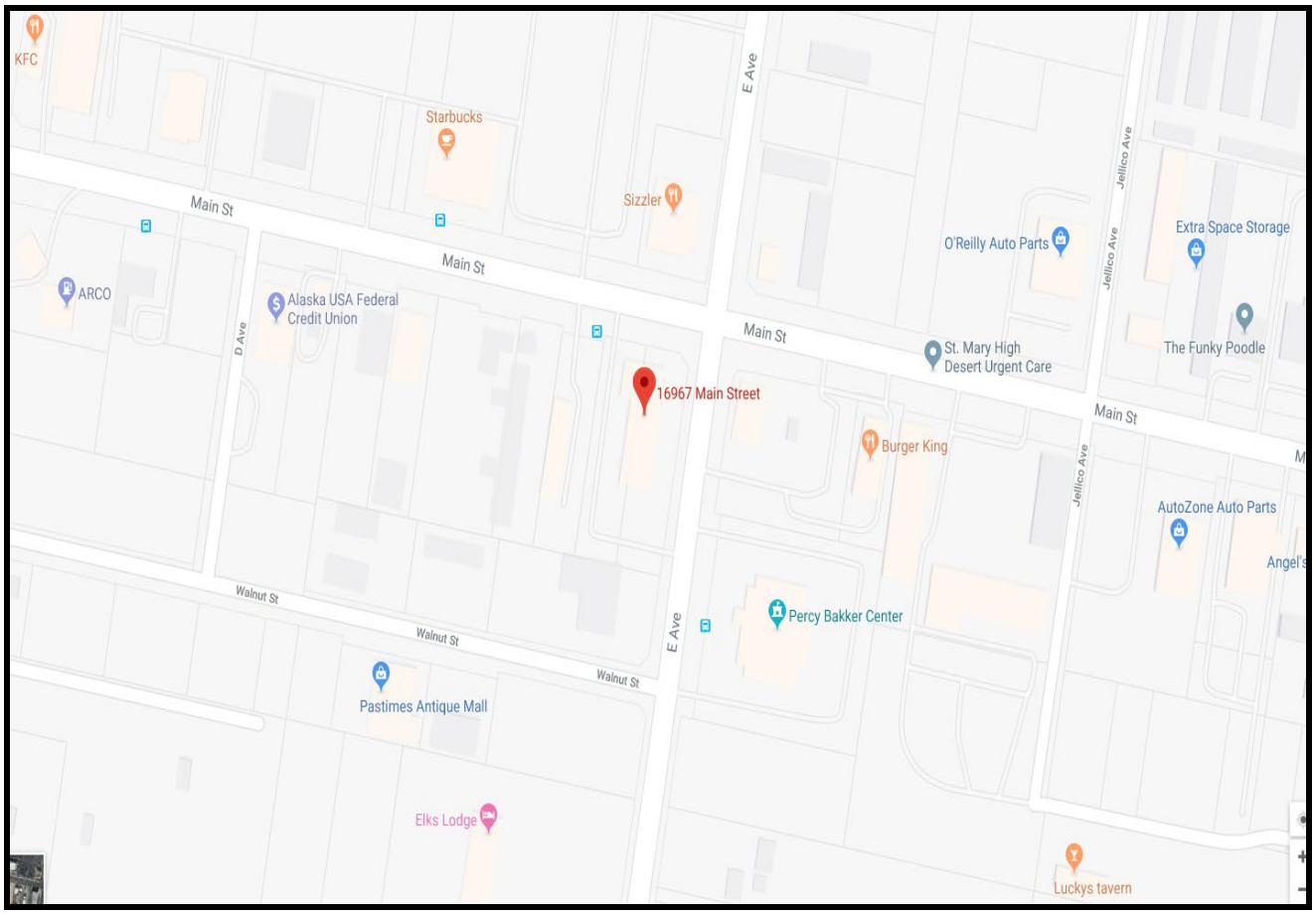
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Resource Centers Information and Aerial Map

Location	**Main Street Resource Center**
Address	**16967 Main Street Ste. 107, Hesperia, CA 92345**
Public Phone Number	**858-249-7000**
Fax Number	**760-947-7135**



Main Street RC



Location	**Palm Desert Resource Center**
Address	**72840 Highway 111, Suite C103 (156), Palm Desert, CA 92260**
Public Phone Number	**858-249-7000**
Fax Number	**760-947-7135**



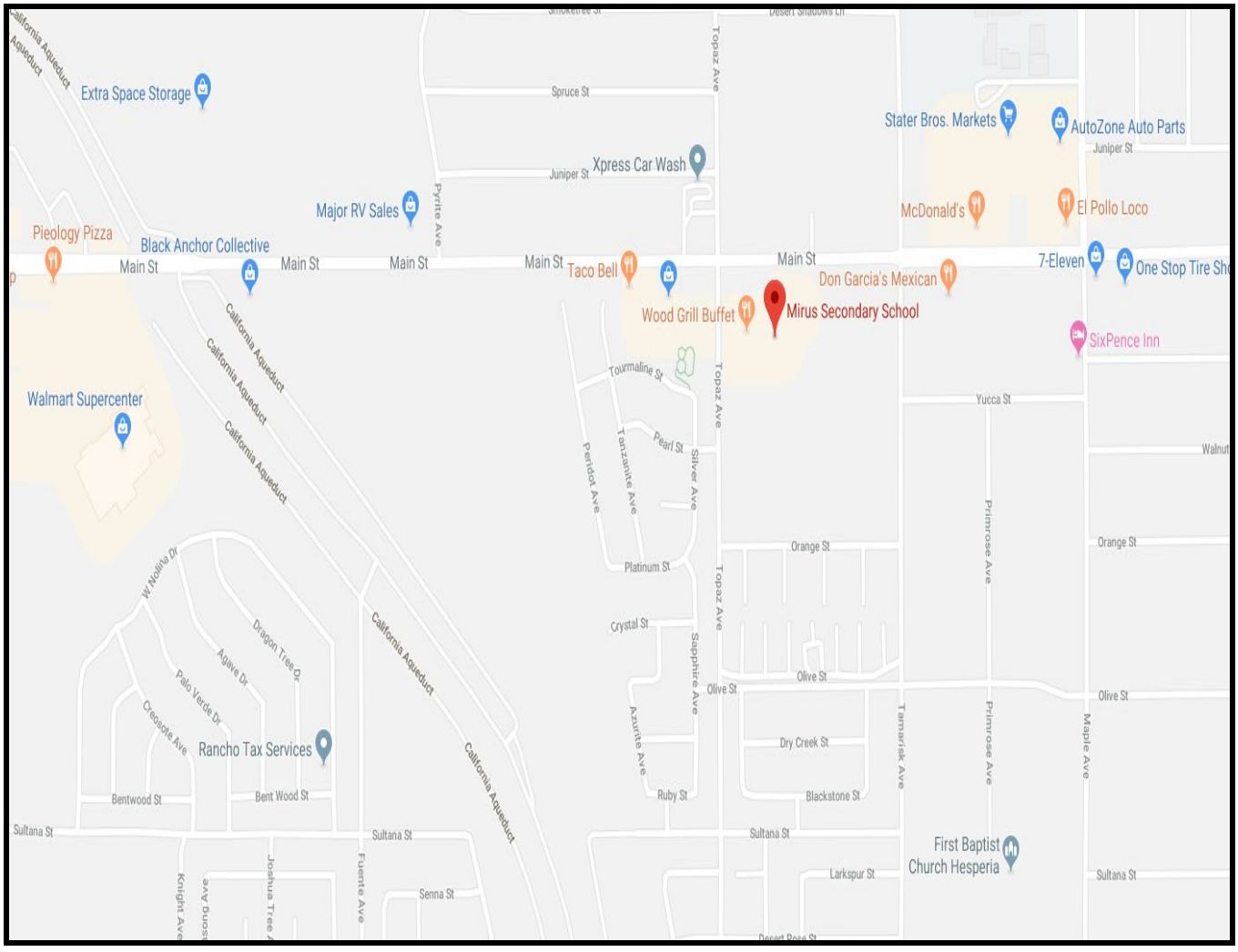
Palm Desert RC



Location	**Topaz Resource Center**
Address	**14135 Main Street, Suite 201-203, Hesperia, CA 92345**
Public Phone Number	**858-249-7000**
Fax Number	**760-947-7135**



Topaz RC


Extra Space Storage
Spruce St
Topaz Ave
Stater Bros. Markets
AutoZone Auto Parts
Juniper St
Xpress Car Wash
Major RV Sales
Pyrite Ave
McDonald's
El Pollo Loco
Pieology Pizza
Black Anchor Collective
Main St
Taco Bell
7-Eleven
Don Garcia's Mexican
Wood Grill Buffet
Mirus Secondary School
SixPence Inn
California Aqueduct
Walmart Supercenter
Tourmaline St
Yucca St
Pearl St
Peridot Ave
Tanzanite Ave
Silver Ave
Orange St
Platinum St
Crystal St
Sapphire Ave
Olive St
Primrose Ave
Maple Ave
Tamarisk Ave
Azurite Ave
Dry Creek St
Blackstone St
Ruby St
W Nodine Dr
Dragon Tree Dr
Agave Dr
Palo Verde Dr
Creoside Ave
Rancho Tax Services
Bentwood St
Bent Wood St
Sultana St
Fuente Ave
Senna St
Knight Ave
Joshua Tree
Larkspur St
First Baptist Church Hesperia

Assessment of School Crime

In assessing the crime rate for the last two school years at Mirus Secondary School the crime data indicates that there have been no incidents of the last two years. Mirus staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	287	23-24yr	290		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Mirus Secondary School adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

Child Abuse Reporting Procedures

All Mirus Secondary School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Mirus employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the Learning Lead or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-827-8724) or 211 to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or Learning Lead.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please continue

your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (909) 891-3545 or (909) 891-3560

2. Send the original to Learning Lead to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 412 W. Hospitality Lane, San Bernardino, CA 92415-0029

2. Send a copy to the Learning Lead to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

• No child-care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report there of within 36 hours of receiving the information concerning the incident.

• Any child-care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Disaster Response Plan

Emergency Operations Team (EOT)

The Emergency Operations Team is comprised of several leaders from Mirus Secondary School. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	***Responsible for external communications. She will call on community resources to assist the resource centers and coordinate mutual aid requests.***
Chief Financial Officer	***Assists Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.***
Director of Operations & Technology	***Responsible for internal communications with our resource centers, staff, and the team in collaboration with the Learning Lead.***
Learning Lead	***Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.***

Operational Overview
Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center
The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Mirus defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

<u>All public employees are declared by law to be disaster services workers</u> (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

Hesperia Police Department	Palm Desert Police Department
Phone Number 760-947-1500	Phone Number 760-836-1600
15840 Smoketree Hesperia, CA 92345	73705 Gerald Ford Dr. Palm Desert, CA 92211

In the event of a crisis, Mirus will respond as follows:

Level 1 — **Natural Disaster Community Wide/Neighborhood Crisis**
(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 — **Singular or Multiple Locations**
Immediate, life threatening or critical urgency
(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 — **RC Specific**
(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)
Response: Learning Lead according to responsibility.

Responsibilities for Situation Levels 1 and 2
1. **Assess situation (to evacuate or secure RC)**

2. **Call 911**
3. **Contact EOT: Communicate essential information**

   ***Example*:** **Describe the situation – clearly and calmly.**
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?
   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. **Gather essential information – keep emergency supplies in one area**
   - **Student emergency binder**
   - **Student roster**
   - **Emergency procedure binder**
   - **Today's sign in sheet**
   - **Backpack, First Aid Kit, Blood borne Pathogen Kit**
   - **Keys**

5. **Reassess situation and roll call**
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. **Give students appraisal of situation**
   Tell them what to do and what is expected.

7. **Re-contact EOT**

8. **Release students as appropriate to authorized individuals.**

9. **Contain remaining students in designated safe area.**

10. **Wait until crisis has passed**

11. **Notify corporate office**

12. **Remaining students will be brought to safe area designated by EOT**

13. **Staff will then be released by EOT**

Resource Center Preparedness Activities

Training programs for staff:
- **Disaster preparedness and scene management classes**
- **Mock disaster drill**

- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**
- **HIV Awareness**

Educational activities:

- **Basic earthquake education**
- **Parent meetings, home preparedness and orientation to resource center plan**

Equipment and supplies:

- **Resource center trauma/first aid kits**
- **Bodily fluid cleanup kit**
- **Backpacks for sweep and rescue team**

Aftermath plan:

- **Return resource center/community to normal**
- **Provide safe place to process event**
- **Plan for resumption of normal activities**

***Drills are scheduled at least three times per year**

Communications

Emergency RC Call to Central	
RC contact Central or Able	
Remember 6 Key points –	
♦ **RC**	**Identify your resource center**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911** **Orange (Serious)** **Yellow (Potential – advisement)**
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In resource center, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Mirus Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Procedure

- **Superintendent will declare need for emergency action.**
- **Superintendent, Lead and any designated support staff prepare ParentSquare telephone message and E-mail message.**
- **Superintendent notifies Mirus Secondary School Board of Directors.**
- **Designated Leads activate telephone tree, using prepared message; each designated Lead will be responsible for their group and informing the backup caller.**

- **When resource centers are not in session, it may be necessary to call employees at home.**
- **Callers must report to the Superintendent office by e-mail (mbixby@altusschools.net) the names of the employees they were unable to reach.**
- **Share all information on the operation of the telephone tree with support staff at your resource centers.**
- **Make copies of the tree information and give to appropriate staff.**
- **It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to Leads and employees regardless of the day of the week or the time of day or evening. It is important that Leads who are to make calls and their backups have copies of the tree information and the telephone numbers both at the resource centers and homes.**

Sample Emergency Call

Resource Center	**This is a code Orange. There are approximately 6 male students assembled on the South side of Main Street., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.**
Central	**I am dispatching the police immediately. Have your RCA with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.**

Resource Center

- **Remember, speak calmly and slowly.**
- **Tend to the business at hand and keep Central informed. STAY CALM.**
- **If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare. ParentSquare allows Mirus administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Mirus to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- **Do not aggressively confront any individual or group.**
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. <u>Receive Communication.</u>
Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Mirus emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.

2. <u>Ascertain the level of emergency and degree of danger.</u>
Prescribe action. If there is a close judgment call--- err on the side of caut



Code Red: Optional Action

The teacher contacts 911 immediately.
Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central Leads to see who is closest to the RC and can arrive in the shortest amount of time.
Contact the Mirus Administrative Office to alert them to the emergency.

3. <u>Assist in the implementation of the action plan worked out with the RC.</u>
Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a Lead.

4. <u>Log call.</u>
Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Earthquake Procedures

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise Learning Lead of the situation. Contact the Director of Operations and Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedures

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your Learning Lead. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations and Technology by calling 619-778-3491. The Director of Operations and Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations and Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the site (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **X Keep an "Epi" pen in the school office and notify staff as to location.**
- **X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Resource Center

STAFF ACTIONS:

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

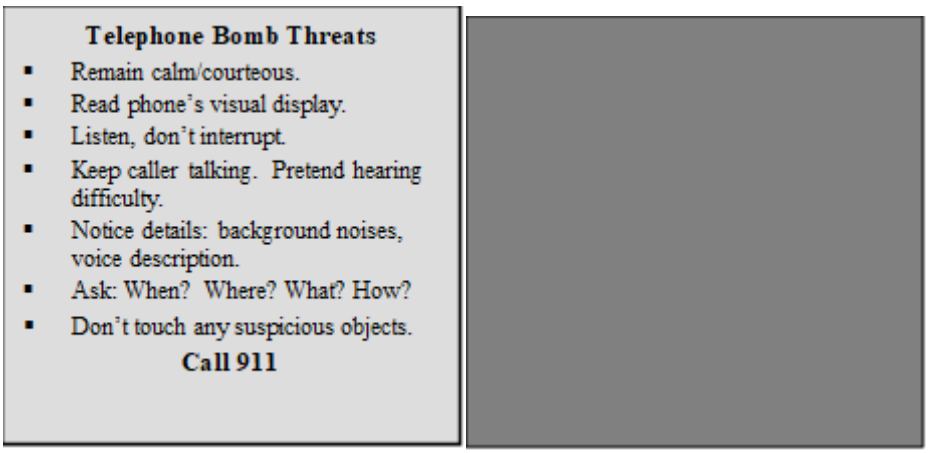
- X **Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X **Move up-wind from the potential danger.**
- X **Call 911. Provide exact location and nature of emergency.**
- X **Designate security team to isolate and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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- X **Note the manner in which the threat was delivered, where it was found and who found it.**
- X **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.**
- X **Caution students against picking up or touching any strange objects or packages.**
- X **Notify Learning Lead or Safety Ambassador.**

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Call 911.
- X 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.
- X 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.
- X Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- X Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- X If it is necessary to evacuate the entire school, use the fire alarm.
- X Notify the Director of Operations and Technology of the situation.
- X Direct a search team to look for suspicious packages, boxes or foreign objects.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.
- X Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- X Evacuate students as quickly as possible, using primary or alternate routes.
- X Upon arrival at the designated safe emergency meeting area, take attendance. Notify the Learning Lead/Safety Ambassador of any missing students.
- X Do not return to the resource center until emergency response officials determine it is safe.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE : FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. 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.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- X Issue STAND BY instruction. Determine if evacuation is required.
- X Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.
- X Delegate a search team to assure that all students have been evacuated.
- X Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- X Monitor local AM radio weather station for flood information.
- X Notify the Director of Operations and Technology of school status and action taken.
- X Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- X If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- X Remain with students throughout the evacuation process.
- X Upon arrival at the emergency meeting area, take attendance. Report any missing students to Learning Lead/Safety Ambassador and emergency response personnel.
- X Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians, shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- **X** Notify Learning Lead.
- **X** Move students from immediate vicinity of danger.
- **X** Do not turn on any electrical devices such as lights, computers, fans, etc.
- **X** If odor is severe, leave the area immediately.
- **X** If the resource center is evacuated, take student attendance and report any missing students to Learning Lead/Safety Ambassador.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- **X** If gas leak is internal, evacuate the resource center immediately.
- **X** Call 911.
- **X** Notify utility company.
- **X** Determine whether to move to alternate location.
- **X** If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- **X** Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center 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.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- **X** **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- **X** **Alert the Learning Lead/Safety Ambassador.**
- **X** **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X** **Notify the Learning Lead/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- **X** **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- **X** **Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE : 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.

LEARNING LEAD/SAFETY AMBASSADOR:

- **X** Notify utility company. Provide the following information:
- **X** Determine length of time service will be interrupted.
- **X** Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- **X** If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- **X** Use messengers with oral or written word as an alternate means of faculty notification.
- **X** Notify District Office of loss of service.
- **X** Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers 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.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

X **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

X **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.**

X **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.**

X **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.**

X **Facilitate a meeting with student(s) and family to review expectations.**

X **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

X **If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

X **Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.**

X **Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.**

X **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- **X** Keep the individual under continuous adult supervision.
- **X** Keep the individual in the resource center until parent/guardian has been notified.
- **X** Arrange appropriate support services for necessary care of individual.
- **X** 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).
- **X** School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Learning Lead. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- **X** Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- **X** Provide follow-up collaborative support for the student and parents (as indicated) within the school
- **X** Develop a safety plan prior to the student's return to school.
- **X** Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- **X** Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- **X** Notify Learning Lead/Safety Ambassador.
- **X** Notify school nurse, school psychologist, counselor or social worker.
- **X** Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

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

LEARNING LEAD/SAFETY AMBASSADOR:

- **Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the resource center. EVACUATION may be warranted in some resource centers but others may be used for SHELTER IN PLACE.**
- **Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.**
- **Secure area to prevent unauthorized access until the Fire Department arrives.**
- **Advise the Director of Operations and Technology of school status.**

X **Notify emergency response personnel of any missing students.**

- **Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.**
- **Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers 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).**
- **Determine if Student Release should be implemented. If so, notify staff, students and parents.**
- **If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.**

STAFF ACTIONS:

X **Initiate DROP, COVER AND HOLD ON.**

X **If explosion occurred inside the resource center, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.**

X **Check to be sure all students have left the resource center. Remain with students throughout evacuation process.**

X **Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**

X **Render first aid as necessary.**

X **Do not return to the resource center until the emergency response personnel determine it is safe to do so.**

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

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

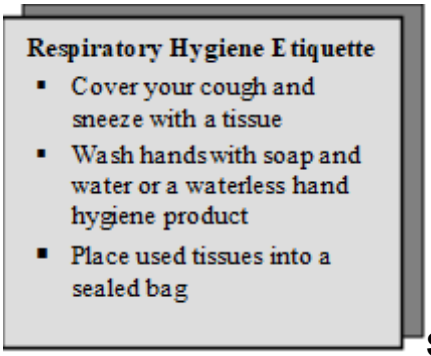
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- 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.

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

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



STAFF and STUDENT ACTIONS:

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

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**

- **<u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.**

- **Place terrain and buildings between you and the assailant to cover your escape.**
- **Keep going until you are certain you are out of danger.**
- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call <u>(insert phone #)</u> to report your location and obtain instructions.**

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- **Lock the doors**
- **Close and lock windows and close blinds or cover windows;**
- **Turn off lights;**
- **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
- **Silence all electronic devices;**
- **Remain silent;**
- **Position occupants spread out and out of line of site from room entrance.**
- **Prepare to take action if the assailant attempts to get in the room;**
- **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
- **Call 911 as soon as it is safe to do so.**
- **Remain in place until evacuated by identifiable law enforcement officers.**

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- **If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.**
  - **Construct a strong barricade.**
  - **If you have another way out (a window or back door) use it while the assailant is attempting to get in.**
  - **If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.**
    - **a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)**
- **Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.**

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- **State the emergency: "I hear gunfire." "I saw…"**
  - **Give information on people who are wounded.**
- **Location of the assailant (if known):**
- **Description of the assailant (if known):**
- **Your precise location: "room __"**
- **The number of children with you:**

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- ***Run*** **– If you encounter injured persons while you are trying to get out of danger…**
  - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

- ***Hide*** **– If someone is injured where you are hiding, secure the room before tending to the wounded.**
  - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

- ***Fight*** **– This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
  - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
  - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

b. <u>Law Enforcement</u>: If you encounter law enforcement officers…

- **Immediately raise your hands in the air and display your open palms.**
- **Don't run up to officers or attempt to hug or talk to them.**
- **Don't talk unless they ask you a question.**
- **Do exactly what they tell you to do.**

c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:

- **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**
- **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

d. **<u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)**

e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

LEARNING LEAD/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**
    - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
  - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.**
    - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
  - **Assist police in entering the school;**
  - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
  - **The Operations Section should prepare an emergency evacuation area for reunification.**
    - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
    - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
    - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
    - **Vans should be placed on standby for evacuation.**
    - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
  - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**

- **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
- **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
- **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

<u>Goal 1 Objectives</u>

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Develop a clear chain of command with staff**

<u>Goal 2 Objectives</u>

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**

<u>Goal 3 Objectives</u>

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
e) **Maintain an adequate supply of fire extinguishers**

f) Ensure proper maintenance of fire prevention equipment

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure
b) Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure
c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans

Goal 2 Actions

a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure

Goal 3 Actions

a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
b) Ensure combustible materials are stored in fireproof containers
c) Hold fire extinguisher training for staff
d) Ensure adequate supply of fire extinguishers are appropriately maintained
e) Hold required number of fire drills and vary the situation to improve staff and student response

STAFF ACTIONS

Goal 2 Actions

a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher
b) Read any fire prevention and wildfire response materials provided by administration

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other

chemicals) onto school

c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. **While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions**

Objective(s):

Goal 1 Objectives

a) **Conduct appropriate wildfire response actions in a timely manner**
b) **Conduct accountability procedures in a timely manner**
c) **Activate school location Incident Command Team, as necessary**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADORACTIONS:

Goal 1 Actions

a) **Work with the district office, local fire department and other responders to determine best course of action**
b) **Use the "Wildfire Evacuation Decision Tree" following this section.**
c) **Communicate plan of action to staff and students:**
   - **voluntary evacuation**
   - **early dismissal**
   - **mandatory evacuation**
   - **shelter-in-place**
   - **resource center closure**

d) **Consider the following while implementing response action**

- **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
- **Food and water**
- **Transportation**
- **Security and Safety**
- **Communications**

e) **Contact families to notify of planned course of action**

f) **Activate school Incident Command Team, as necessary**

- **Reunification Team**

g) **Ensure all staff and students are accounted for**

h) **Ensure that access roads are kept open for emergency vehicles**

i) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

j) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting resource centers/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:
<u>Goal 1 Actions</u>

a) **Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure**

b) **If evacuating or sheltering-in-place, take emergency backpack and student kits**

c) **Maintain control of the students a safe distance from the fire and firefighting equipment**

d) **Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel**

e) **Maintain supervision of students until the Fire Department determines it is safe to return to the**

school building or they are reunified with family

f) Serve in any designated position on the Incident Command Team

Shut resource center or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. Effectively communicate to all stakeholders
2. Determine response strengths, areas from improvement and steps to improvement

Objective(s):

Goal 1 Objectives

a) Provide information to staff, parents, and students
b) Provide information to district office

Goal 2 Objectives

a) Conduct After-Action Report process

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADORACTIONS

Goal 1 Actions

a) Provide critical information to the district office in order to develop effective key messages
b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened
c) Work with appropriate district department to draft talking points for phone calls and media requests

Goal 2 Actions

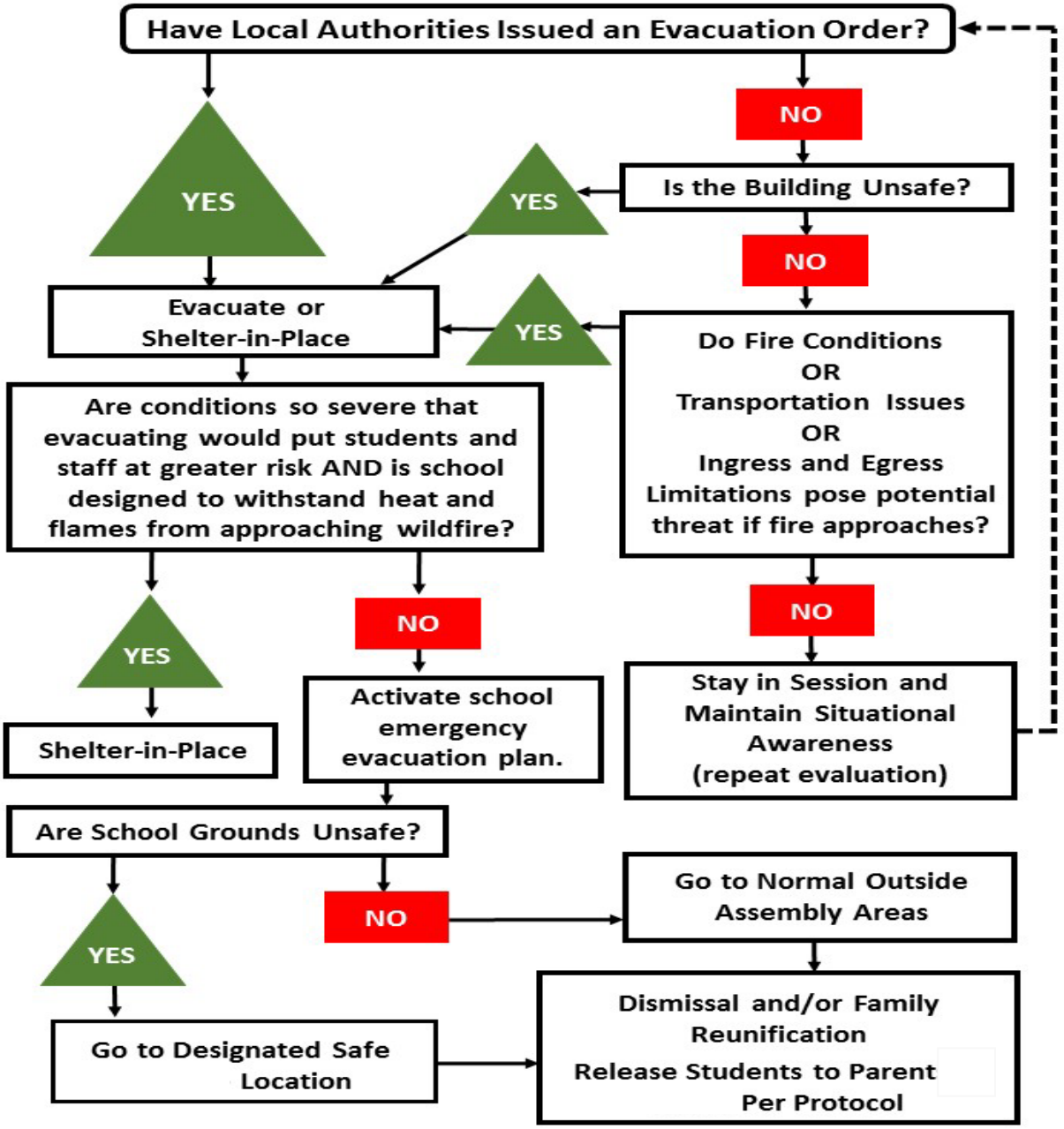
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS

Goal 2 Actions

a) Participate in the after-action report process
a) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Mirus Secondary School has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Mirus Secondary School's primary goal in the fight against opioids and fentanyl use is prevention.
Mirus Secondary School will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**

  For students, instruct staff member to contact the parent/guardian or emergency contact on file.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

Mirus Secondary School uses intranasal spray.

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

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

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

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

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

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

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

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

STEP 4: SUPPORT THE PERSON'S BREATHING
Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE
All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

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

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting,

nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

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

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

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

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

STEP 6: ADDITIONAL SUPPORT

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

Follow up with assigned school nurse for additional support.

Emergency Lockdown Procedures

If an emergency situation, occurring in the vicinity of a Mirus resource center endangers student safety, the RC may be placed under lockdown.

Persons who may activate a resource center lockdown:

- **An officer may notify, or request school administration to notify a resource center to activate a lockdown.**
- **An administrator or teacher may, in an immediate, life-threatening situation, activate a resource center lockdown.**
- **Any member of a resource center staff who observes or suspects a dangerous situation shall immediately notify school administration or resource center teachers.**

Conditions in which to activate a school-wide or RC- specific lockdown may include, but not limited to:

- **Authorities inform the school or resource center of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**
- **The execution of a high-risk search or arrest warrant.**
- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a resource center.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

During a lockdown, a resource center will take several security measures:

- **An administrator or designee or teacher will declare "this is a lockdown" alerting staff and students.**
- **All students and staff remain in their resource center or offices.**
- **No one is permitted to leave and no one, including a parent, is allowed in the resource center.**
- **All RC doors and windows are to be closed and locked.**
- **All window blinds should be drawn or closed.**
- **All lights should be turned off.**
- **Students and staff will remain quiet and shut off all audio-visual equipment.**
- **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors.**
- **A staff member should take a head count and obtain names of each individual in the resource center.**

- **If lockdown is declared by a resource center staff member, please notify school administration as soon as possible.**
- **First aid will be rendered by staff as necessary.**
- **Staff should wait for authorities or school officials to give them a clear sign before releasing anyone from the room.**
- **Resource center staff should not make statements to the media.**

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as resource center and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. Resource center staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the resource center or another designated staging area, once it is determined to be safe to do so.**
- **Parents may be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**

Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the resource center.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. **Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**
B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
   - **Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
   - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
   - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**
   - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
   - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**
B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
C. **School-employed mental health professionals should be involved in every stage of preparation.**
   - **Prior to the drill, staff should be trained to recognize common trauma reactions.**

- **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
- **After completion, staff and students should have access to mental health support, if needed.**

D. **Participation should never be mandatory, and parental consent should be required for all students.**

E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**
6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**
8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other

weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. *Background*

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. *Benefits and Concerns Associated with Armed Assailant Drills*

***Costs versus benefits*. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental**

design measures, and staff development focused on more comprehensive school safety preparedness.

***Empowerment versus potential harm*. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.**

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age- appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

PART II: DRILL APPROACHES AND PLANNING

A. *Traditional Lockdown Versus Options-Based Drills*

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the resource center (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.**

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. *Developmental Levels of Safety Awareness*

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. *Mental Health Support and Considerations*

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school- employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
   - **Identifies a lead person to coordinate school safety efforts, including drills;**
   - **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;**
   - **Takes a lead in identifying the most appropriate preparedness activities for the resource center;**
   - **Provides ongoing professional development and training as needed; and**
   - **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**
   - **Identify the types of crisis events most likely to occur,**
   - **Determine the current school culture and climate,**
   - **Map existing resources and capacities of school personnel or school safety teams, and**
   - **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**
   - **Considers financial costs in relation to the likelihood of a particular crisis;**

- **Identifies what resources, activities, or preparedness training must be replaced or postponed, to engage in active shooter or other armed assailant drills;**
- **Balances the need to empower resource center staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
- **Considers the current knowledge and identified needs of the staff; and**
- **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the resource center environment, taking into consideration:**
   - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
   - **Age, cognitive, and developmental levels of awareness of students;**
   - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
   - **The capacity, comfort level, and trust among staff;**
   - **Administrative support;**
   - **Optimal timing, including time of year, day of the week, and time of the day;**
   - **Relationships with external partners, law enforcement, and other first responders; and**
   - **The layout of the resource center.**

5. **Create a plan of progression that:**
   - **Considers whether any previous activities have been conducted in the resource center;**
   - **Starts with simple, low-cost, discussion-based exercises;**
   - **Considers all available types of drills;**
   - **Identifies specific objectives and goals for the drills; and**
   - **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**
   - **Previous traumatic experiences of those involved are considered;**
   - **Resource center staff learn to recognize stressful reactions to drills;**
   - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
   - **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
   - **Adequate follow up is available for students or staff with questions; and**
   - **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**
   - **Informs members of the school community of planned drills and what will be entailed;**
   - **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
   - **Provides opt-out options for staff and students; and**
   - **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**

- **What additional training is required;**
- **How the drill integrates with other school safety and crisis prevention efforts;**
- **How current and previous training and knowledge can be maintained and built upon; and**
- **When follow-up should be conducted and how often.**

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that the policy and procedures are available on request at

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

the School Coordinator's office. Suspended or expelled students shall be excluded from all school

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

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

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

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

t) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially**

disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.

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

1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**

   i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.**

2. **Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

s) **Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially**
disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

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

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the**

support persons for the complaining witness to accompany the complaining witness to the witness stand.

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or
Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School
Coordinator or designee shall make a recommendation to the
Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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.

Notification to Staff of Dangerous Students

a. **The administration will inform the Learning Lead of information received from the court and the Probation Department. Mirus Secondary School Learning Lead shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Mirus Secondary School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Mirus Secondary School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Mirus Secondary School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the Learning Lead at (760) 947-7089 for resolution. If not resolved, contact: The President of the Board, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Resource Center Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to the resource centers. Students who are not wearing appropriate clothing, parents/guardians will be notified and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

MIRUS SECONDARY SCHOOL: Loitering Law Compliance

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities:

***On days and times when the resource center is open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.**

***On scheduled school days, students may travel to and from resource centers without parental or guardian accompaniment.**

***Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences, if multiple violations occur.**

***Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.**

Law Enforcement Procedures *may include*:

1. **Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the resource center from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.**
2. **If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.**
3. **When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.**

Exceptions *may include*:

1. **A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.**
2. **Students who have permission to leave the resource center for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.**
3. **A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.**
4. **A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.**
5. **A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.**

Definitions

1. **"Adult" means any person twenty-one (21) years of age and older.**
2. **"Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.**
3. **"Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.**
4. **"Juvenile" means any person under eighteen (18) years of age.**
5. **"Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.**
6. **"Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools/RCs, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.**

I HAVE READ AND UNDERSTAND THIS NOTICE. MY STUDENT AND I WILL OBEY THE LAWS.

STUDENT:_____**DATE:**_____

Going To and From Resource Center Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Mirus students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Mirus students and parents to help prepare all Mirus students for a safer journey.

1. **Every Mirus student will have set schedule for arrival and departure from the resource center. When a student fails to arrive for their appointment and has not notified the resource center for the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every student, parent or guest is required to sign-in and out each time they arrive and depart the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encouraged to walk the route to and from resource centers with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a resource center staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.**

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a resource center staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a resource center staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the resource center.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from the resource center a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Mirus staff and students shall review resource center evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted on the resource center. If there is a need for evacuation from the resource center, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted resource center evacuation plan**
- **Designated staff take along emergency release binder, student sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using student sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, Learning Lead or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situations and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Mirus Secondary School is and will remain a safe place for students and adults.

Mirus Secondary School staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high- quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:
SCHOOL RULES/DISCIPLINE

- **Attend RC according to the schedule on the master agreement, arrive on time and return directly home after each appointment.**
- **Complete ALL assignments as scheduled.**
- **Participate in resource center activities.**
- **Respect the authority of ALL ADULTS at Mirus Secondary School.**

SEVERE CLAUSE BYPASSES
A majority of students at Mirus Secondary School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES
Attendance

- **Ensure that students get to their scheduled appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate workshops, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR
Parents are expected to cooperate with resource center staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the resource center to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Section II

EVACUATION PLAN
FOR
MIRUS RESOURCE CENTERS

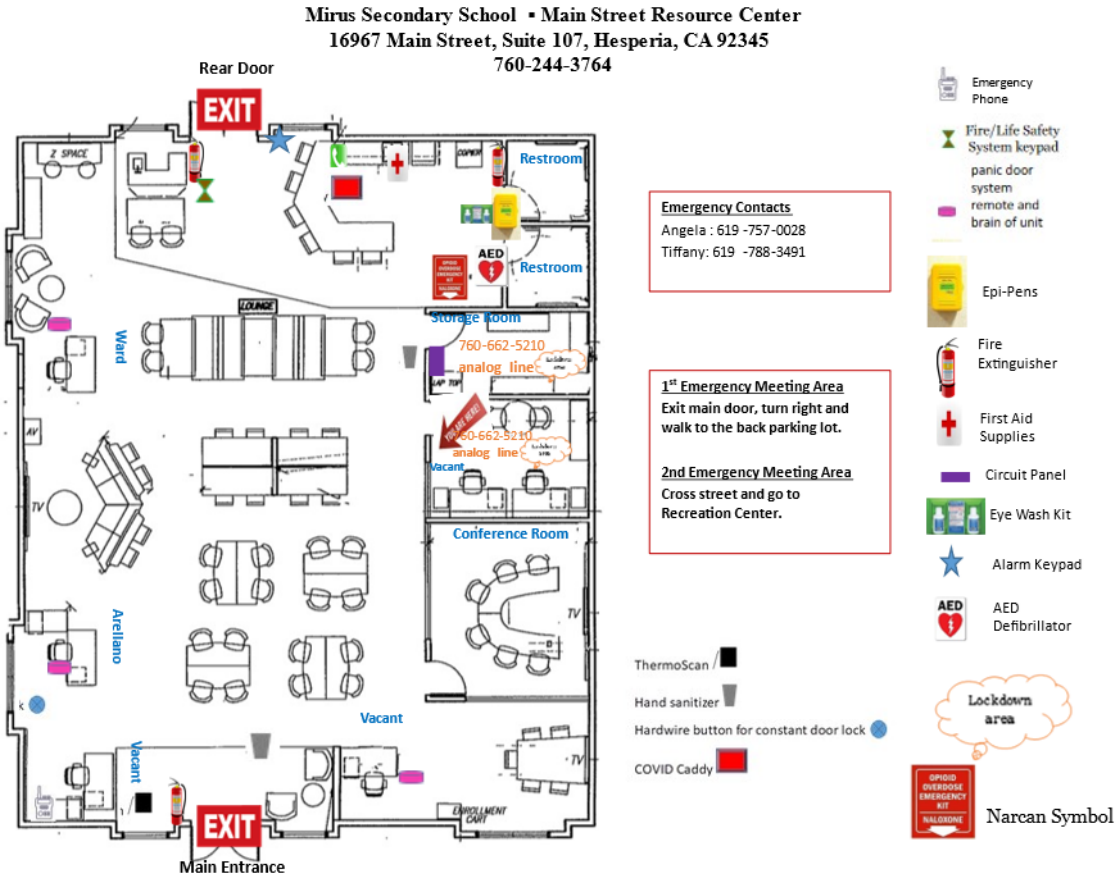
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Administrator or designee will direct individuals to proceed to the designated meeting area.

Main Street: 16967 Main Street, Ste. 107, Hesperia, CA 92345
Cross Street: E Avenue
Meeting Area: Back Parking Lot to the Recreation Center across the Street



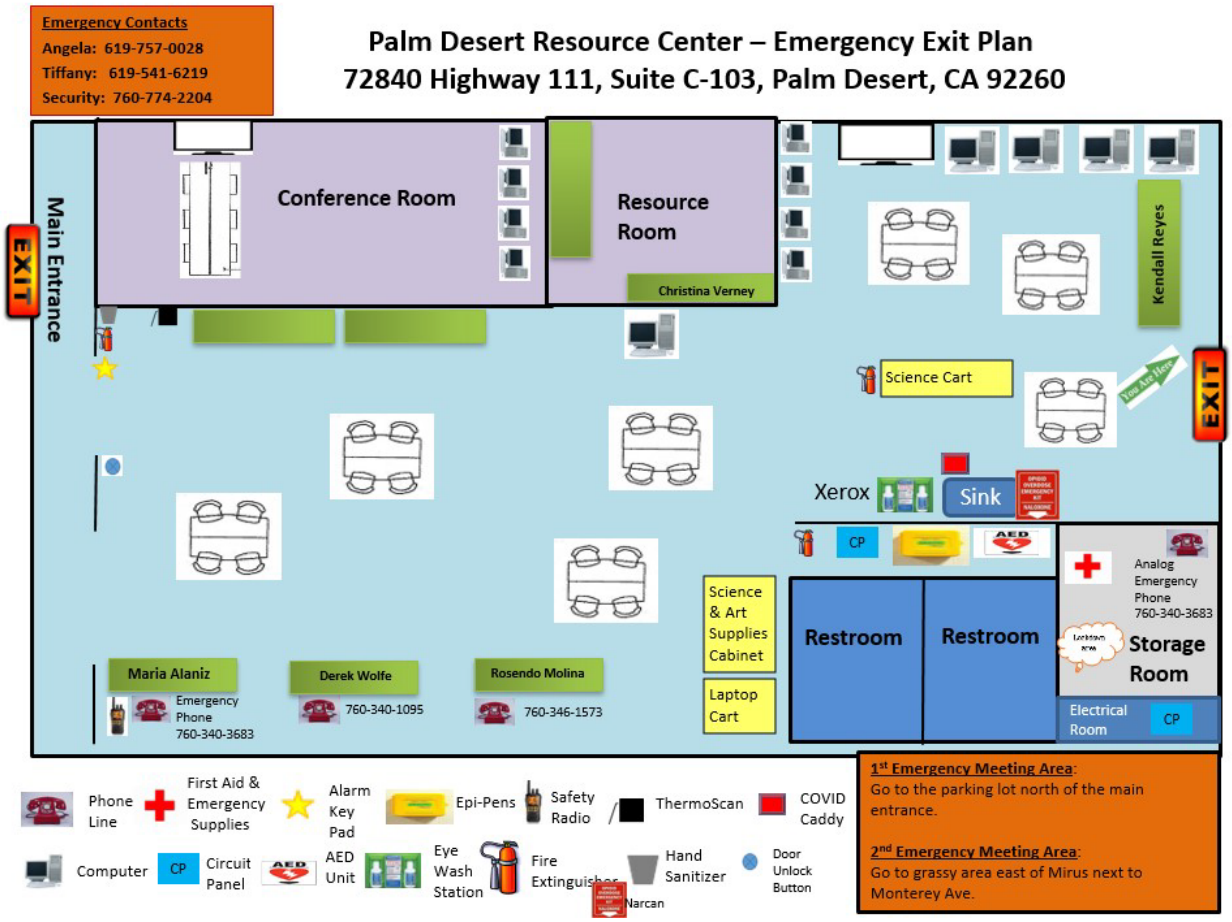
Main Street Plan



Palm Desert: 72840 Highway 111, Suite C-103, Palm Desert, CA 92260
Cross Street: Plaza Way
Meeting Area: Parking Lot North of the Main Entrance to Grassy Area East of Mirus Next to Monterey Avenue



Palm Desert Plan

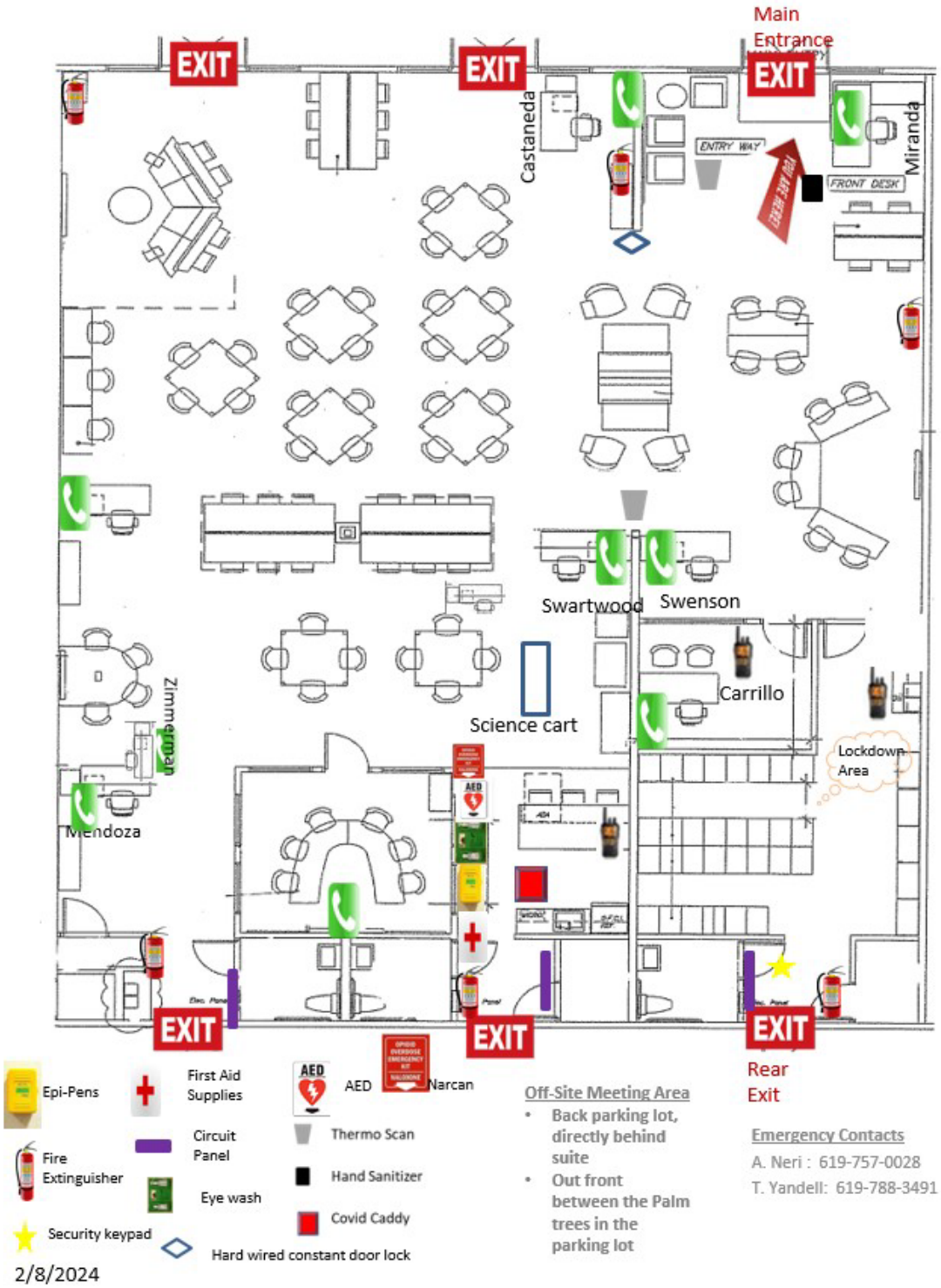


Topaz: 14135 Main Street, Suites 201-203, Hesperia, CA 92345
Cross Street: Topaz Street
Meeting Area: Back Parking Lot Behind Suite, Out Front Between the Palm Trees in the Parking Lot



Topaz Plan

Mirus Secondary School ▪ Topaz Resource Center ▪ 14135 Main Street, Suite 201-203, Hesperia, 92345



Off-Site Meeting Area

- Back parking lot, directly behind suite
- Out front between the Palm trees in the parking lot

Emergency Contacts

A. Neri : 619-757-0028

T. Yandell: 619-788-3491

MIRUS SECONDARY SCHOOL
Safety Ambassadors
2023-2024

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ **Number of students in RC – adhere to student scheduled hours**
- ✓ **Schedule CTR works hours – ensure there are two staff members when opening and closing the RC**
- ✓ **Share information at RC meetings - Discuss safety at monthly resource center meetings**
- ✓ **Meet with new resource center staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Sub Police Stations**
- ✓ **Keep technology locked and secured**

Instructional Support:

- ✓ **Consistent RC rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR supporting the learning environment**

Compliance:

- ✓ **Safety Drills are mandated to be performed three (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Mirus/San Diego Team Talk, Channel 1)**
- ✓ **Update Resource Center Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**

Mirus Secondary School

Resource Center	Safety Ambassador
Main Street	Roberta Arellano
Palm Desert	Derek Wolfe
Topaz	Amy Swenson

Updated 1/2024

Comprehensive Safety Plan

Altus SCHOOLS SAN DIEGO

SY 2023-2024

ALTUS SCHOOLS SOUTH BAY

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Altus Schools South Bay.

An "Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

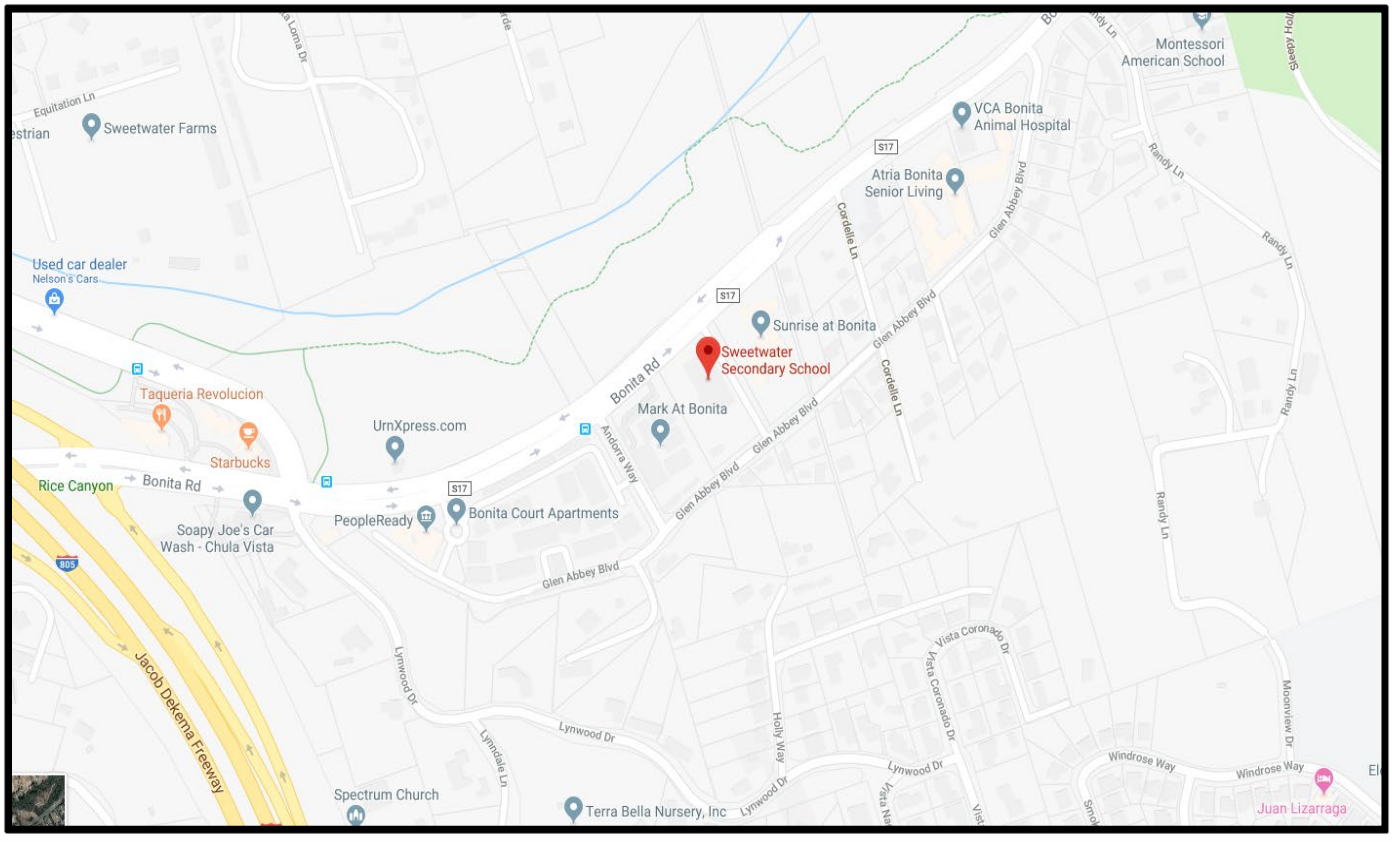
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Altus Schools South Bay Office/Resource Centers Information and Street Map

Location

RC/Office Name: **Bonita Training Center/ Bonita Resource Center**
RC/Office Address: **3252 Bonita Road, CA 91910**
RC/Office Public Phone Number: **858-249-7019**
Office Fax Number: **619-476-0276**

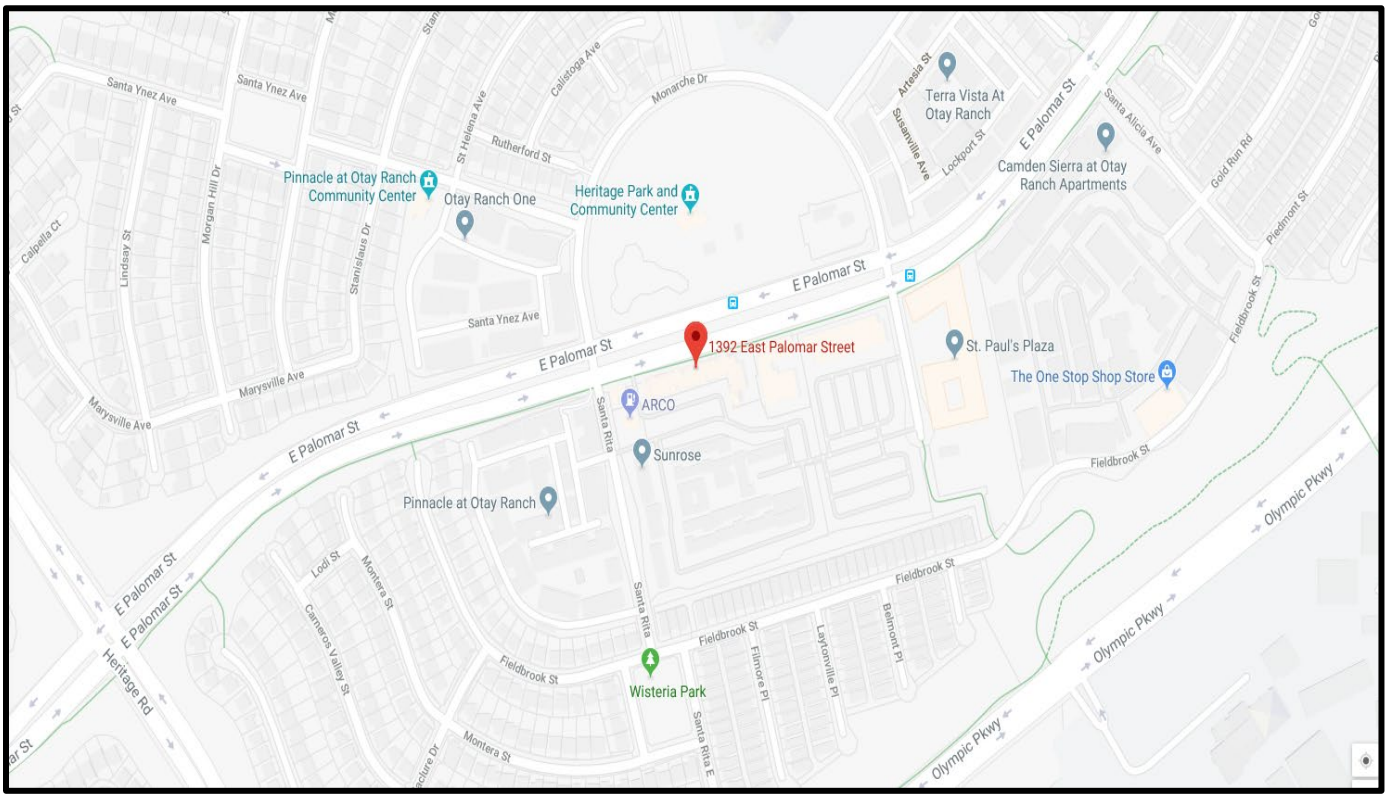


Bonita Aerial Map

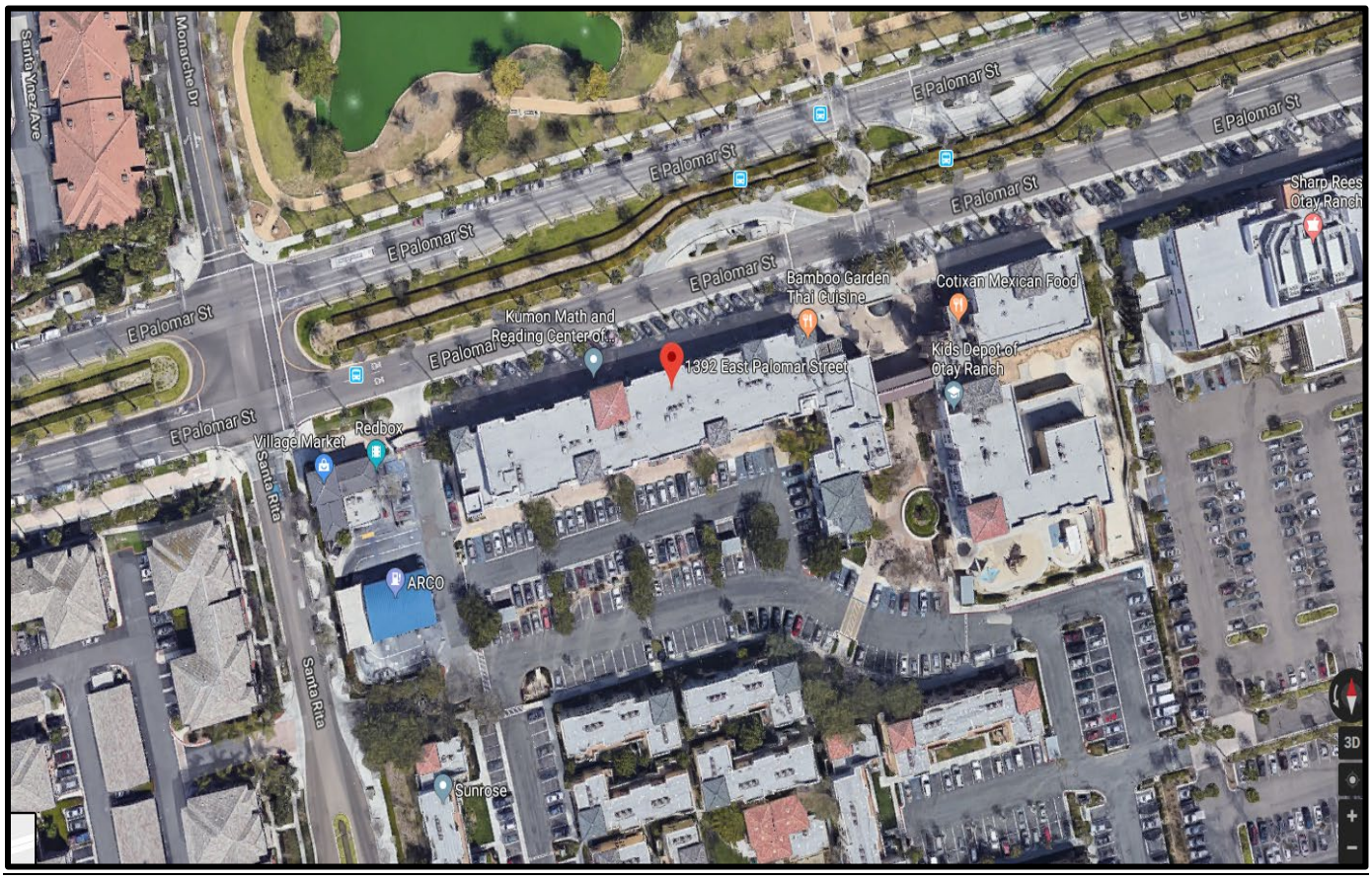


Location

Resource Center (RC) Name: **Heritage Plaza (Otay Ranch)**
RC Address: **1392 E. Palomar St., # 202, Chula Vista, CA 91913**
RC Public Phone Number: **858-249-7019**
RC Fax Number: **619-476-0276**

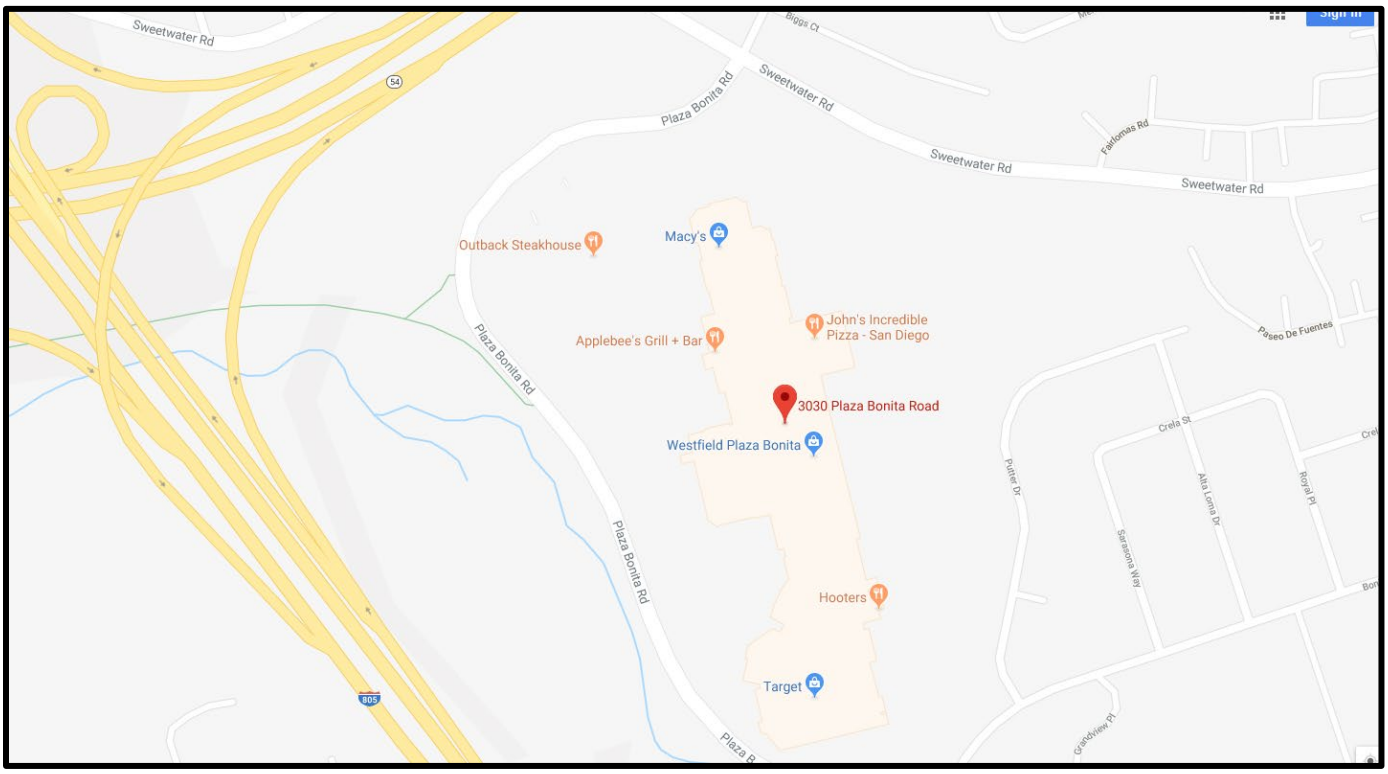


Heritage Plaza (Otay Ranch) Aerial Map



Location

Resource Center (RC) Name: **Plaza Bonita**
RC Address: **Westfield Shopping Mall-3030 Plaza Bonita Road, Ste.1000**
National City, CA 91950
Enter the Macy's wing on first floor, destination is on the left side
RC Public Phone Number: **858-249-7019**
RC Fax Number: **619-476-0276**

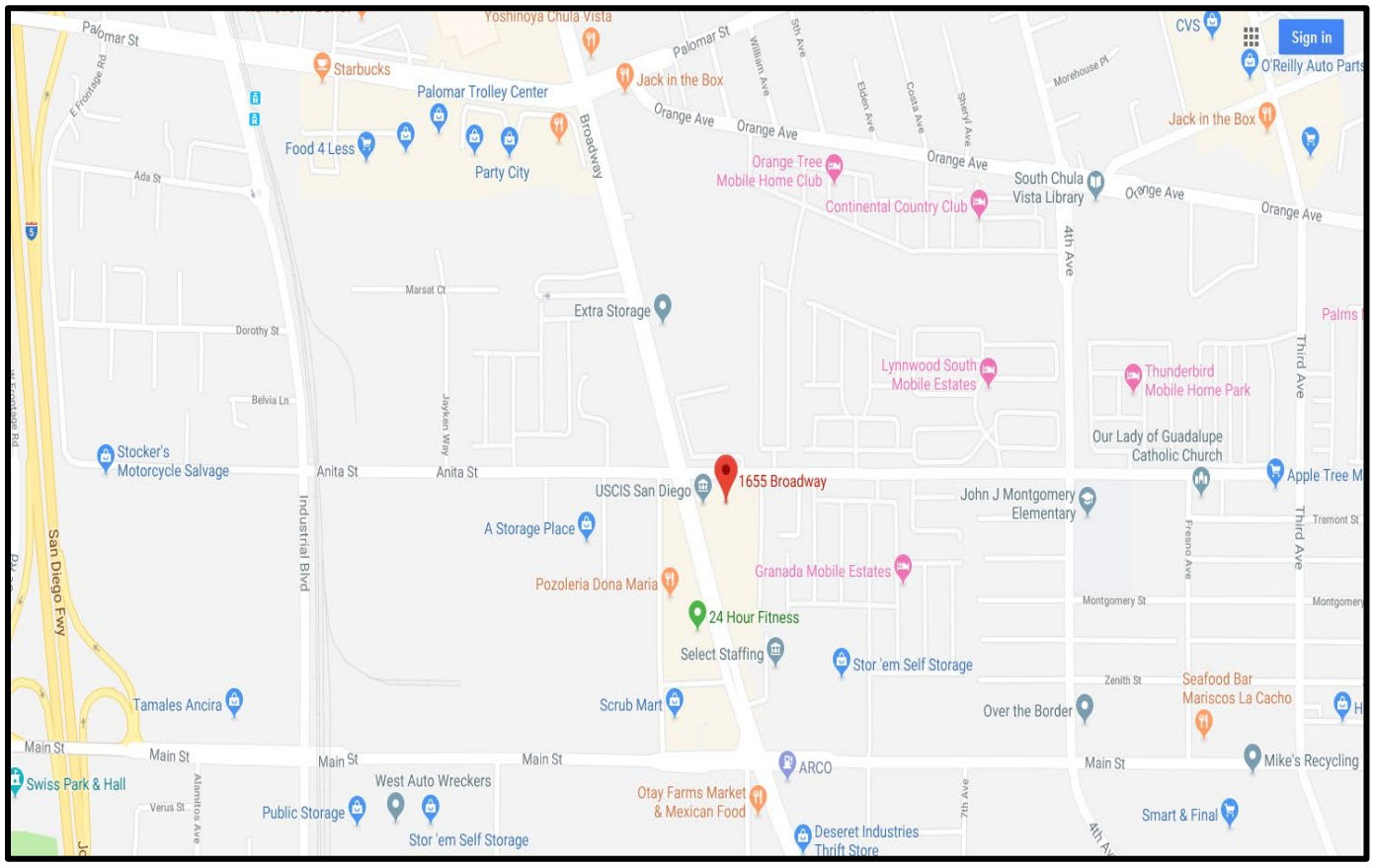


Plaza Bonita Aerial Map



Location

Resource Center (RC) Name: **Sommerset (Chula Vista)**
RC Address: **1655 Broadway, Suites 13 & 14, Chula Vista, CA 91911**
Broadway cor. Anita St., same complex as USCIS-Chula Vista
RC Public Phone Number: **858-249-7019**
RC Fax Number: **619-476-0276**



Sommerset Aerial Map



Assessment of School Crime

In assessing the crime rate for the last two school years at Altus Schools South Bay the crime data indicates that there have been no incidents of the last two years. ASSB staff will continue to monitor student behavior to ensure a safe and supportive environment. Both students and parents continue to rate the school high for providing a safe environment in their annual surveys.

	22-23yr	Rate	23-24yr	Rate	% Change
PROPERTY CRIME					
Arson	0	0.00	0	0.00	0.00
Burglary	0	0.00	0	0.00	0.00
Graffiti	0	0.00	0	0.00	0.00
Theft	0	0.00	0	0.00	0.00
Vandalism	0	0.00	0	0.00	0.00
Total	0				
DRUGS & ALCOHOL					
Use of Alcohol/Drugs	0	0.00	0	0.00	0.00
Possession of Alcohol	0	0.00	0	0.00	0.00
Possession of Drugs	0	0.00	0	0.00	0.00
Sale of Furnishing of Alcohol/Drugs	0	0.00	0	0.00	0.00
Total	0		0		
CRIMES AGAINST PERSONS					
Assault with Deadly Weapon	0	0.00	0	0.00	0.00
Battery	0	0.00	0	0.00	0.00
Homicide	0	0.00	0	0.00	0.00
Robbery/Extortion	0	0.00	0	0.00	0.00
Sex Offense	0	0.00	0	0.00	0.00
Total			0		
OTHER OFFENSES					
Bomb Threat	0	0.00	0	0.00	0.00
Destructive/Explosives	0	0.00	0	0.00	0.00
Loitering/Trespassing	0	0.00	0	0.00	0.00
Possession of Weapon(s)	0	0.00	0	0.00	0.00
Total	0		0		
ENROLLMENT 22-23yr	369	23-24yr	374		

The data represented is the total number of reported incidents within each crime category and as rates per 100 students enrolled. It is important to note that comparisons (% Change) are calculated from incident rates and not total numbers, because the rates reflect changes in student enrollment from year to year. Crimes involving Arson, Graffiti, and Vandalism must exceed $100 per incident, theft $50, and Burglary has no dollar limit. Any rate change to or from zero is represented as a 100% change. Caution should be used when drawing conclusions from individual rate changes. Improved reporting practices may have resulted in increases in crime rates which may not represent actual increases in crime.

RESPONSE GUIDELINES FOR DANGEROUS, VIOLENT OR UNLAWFUL ACTIVITIES

Altus Schools South Bay adheres to the following Law Enforcement Notification Matrix in assessing and responding to dangerous and unlawful activity.

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
• Bomb threat/Suspicious package • Firearm on complex • Explosive on complex • Fire • Immediate risk of harm to student(s) and/or staff' • Intruder on complex • Medical emergency • Possible abduction	• Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) ○ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) ○ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity	• Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) ○ dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun,any instrument that expels a metallic projectile, such as a BB or a pellet.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Altus Schools South Bay. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

Superintendent	***Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.***
Chief Financial Officer	***Assists the Superintendent with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.***
Director of Operations & Technology	***Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.***
School Coordinator	***Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.***

Operational Overview
Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- **Evacuation of Students/Emergency Assembly**
- **Communication**
- **Reunion Procedures**
- **Public Information**
- **Sweep and Rescue**
- **Security**
- **First Aid and CPR**

Emergency Operation Center
The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Altus Schools South Bay defines crisis as any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their

supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Altus Schools South Bay will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. **Assess situation (to evacuate or secure RC)**

2. **Call 911**

3. **Contact EOT: Communicate essential information**

   ***Example*: Describe the situation – clearly and calmly.**
   Who is involved?
   Who's present/at the RC –staff/students/community?
   Have the police been called? Have they arrived?

   Who else has been notified?
   What have you done so far?
   Is anyone hurt? Describe injury.

4. **Gather essential information – keep emergency supplies in one area**

- **Student emergency binder**
- **Student roster**
- **Emergency procedure binder**
- **Today's sign in sheet**
- **Backpack, First Aid Kit, Blood borne Pathogen Kit**
- **Keys**

5. **Reassess situation and roll call**
   Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)

6. **Give students appraisal of situation**
   Tell them what to do and what is expected.

7. **Re-contact EOT**

8. **Release students as appropriate to authorized individuals.**

9. **Contain remaining students in designated safe area.**

10. **Wait until crisis has passed**

11. **Notify corporate office**

12. **Remaining students will be brought to safe area designated by EOT**

13. **Staff will then be released by EOT**

<u>Resource Center Preparedness Activities</u>

Training programs for staff:

- **Disaster preparedness and scene management classes**
- **Mock disaster drill**
- **Evacuation/earthquake drills**
- **Blood borne Pathogens**
- **CPR and First Aid**
- **HIV Awareness**

Educational activities:

- **Basic earthquake education**

- **Parent meetings, home preparedness and orientation to RC plan**

Equipment and supplies:

- **Trauma/first aid kits**
- **Bodily fluid cleanup kit**
- **Backpacks for sweep and rescue team**

Aftermath plan:

- **Return school/community to normal**
- **Provide safe place to process event**
- **Plan for resumption of normal activities**

***Drills are scheduled at least three times per year**

Communications

Altus Schools South Bay Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

Emergency RC Call to Central

RC contact Central or Able

Remember 6 Key points –

♦ **RC**	**Identify your location**
♦ **Number**	**Approximate number of participants**
♦ **Code**	**Red (Life-threatening) 911** **Orange (Serious)** **Yellow (Potential – advisement)**
♦ **Description**	**Briefly describe incident**
♦ **Location**	**In class, outside front/back door, alley**
♦ **Listen**	**Answer central's questions succinctly**

Procedure

- **Superintendent will declare need for emergency action.**
- **Superintendent, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.**
- **Superintendent notifies Altus Schools South Bay Board of Directors.**
- **Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.**
- **When schools are not in session, it may be necessary to call employees at home.**
- **Callers must report to the Superintendent office by e-mail (mbixby@altusschools.net) the names of the employee's they were unable to reach.**
- **Share all information on the operation of the telephone tree with support staff at your RC.**

- **Make copies of the tree information and give to appropriate staff.**
- **It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee's regardless of the day of the week or the time of day or evening. It is important that employees who are to**

  make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	**This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.**
Central	**I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.**

Resource Center

- **Remember, speak calmly and slowly.**
- **Tend to the business at hand and keep Central informed. STAY CALM.**
- **If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, "Situation secured". This officially closes down the incident. Central logs the time.**

ParentSquare System

In the event of an emergency the Superintendent or designee may activate the school-wide ParentSquare system. ParentSquare allows Altus Schools South Bay administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Altus Schools South Bay to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, ParentSquare is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- **Do not aggressively confront any individual or group.**
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. **<u>Receive Communication.</u>**

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Altus Schools South Bay emergency call. Resource Center, Number, Code, Description, Location, Listen. It is preferable that you speak directly to the teacher whenever possible.



2. **<u>Ascertain the level of emergency and degree of danger.</u>**

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.
Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.
Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.
After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.
Contact the Altus Schools South Bay Administrative Office to alert them to the emergency.

3. **<u>Assist in the implementation of the action plan worked out with the RC.</u>**

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. **<u>Log call.</u>**

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Emergency Responses

EMERGENCY RESPONSE: ALLERGIC REACTION

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

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- **X Keep an "Epi" pen in the school office and notify staff as to location.**
- **X Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.**

EMERGENCY RESPONSE: BIOLOGICAL AGENT RELEASE

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

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

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

Outside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

Inside the Resource Center

STAFF ACTIONS:

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

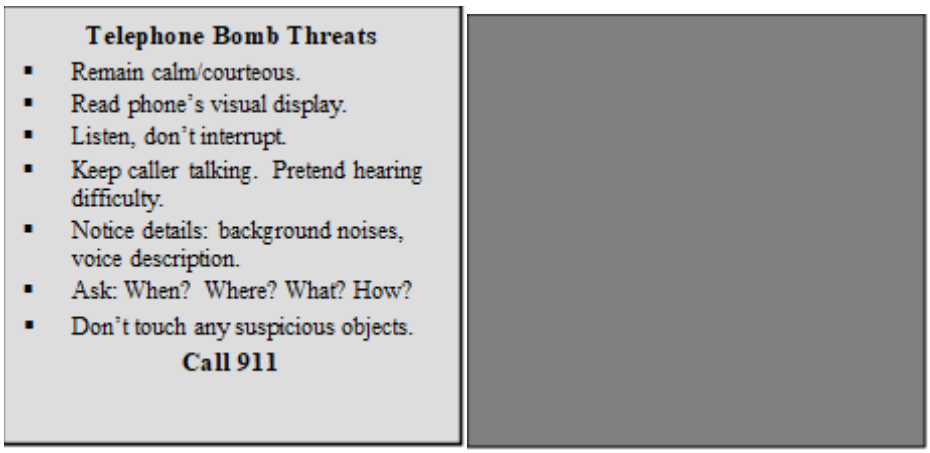
- X **Initiate EVACUATION of the resource center or EMERGENCY MEETING AREA EVACUATION to move students away from immediate vicinity of danger.**
- X **Move up-wind from the potential danger.**
- X **Call 911. Provide exact location and nature of emergency.**
- X **Designate security team to isolate and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

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE: 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:

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

PERSON RECEIVING THREAT BY MAIL:

- **X** **Note the manner in which the threat was delivered, where it was found and who found it.**
- **X** **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.**
- **X** **Caution students against picking up or touching any strange objects or packages.**
- **X** **Notify School Coordinator or Safety Ambassador.**

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X **Call 911.**
- X **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.**
- X **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.**
- X **Determine whether to evacuate the threatened resource center and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.**
- X **Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.**
- X **If it is necessary to evacuate the entire school, use the fire alarm.**
- X **Notify the Director of Operations and Technology of the situation.**
- X **Direct a search team to look for suspicious packages, boxes or foreign objects.**
- X **Do not return to the resource center until it has been inspected and determined safe by proper authorities.**
- X **Avoid publicizing the threat any more than necessary.**

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

- X **Evacuate students as quickly as possible, using primary or alternate routes.**
- X **Upon arrival at the designated safe emergency meeting area, take attendance. Notify the School Coordinator/Safety Ambassador of any missing students.**
- X **Do not return to the resource center until emergency response officials determine it is safe.**

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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 immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities 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 e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER HUNG UP: PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ Female	☐ Animal noises	☐ Incoherent
☐ Male	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	Other Information:	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

EMERGENCY RESPONSE: FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the resource center. 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Issue STAND BY instruction. Determine if evacuation is required.
- **X** Notify local police department of intent to EVACUATE, the location of the emergency meeting area and the route to be taken to that location.
- **X** Delegate a search team to assure that all students have been evacuated.
- **X** Post a notice on the resource center door stating where the school has relocated and inform the District Office.
- **X** Monitor local AM radio weather station for flood information.
- **X** Notify the Director of Operations and Technology of school status and action taken.
- **X** Do not allow staff and students to return to the resource center until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- **X** If warranted, EVACUATE students using the evacuation plan. Take the attendance roster, emergency backpack and student comfort kits. Check attendance before leaving the resource center.
- **X** Remain with students throughout the evacuation process.
- **X** Upon arrival at the emergency meeting area, take attendance. Report any missing students to School Coordinator/Safety Ambassador and emergency response personnel.
- **X** Do not return to the resource center until it has been inspected and determined safe by property authorities.

EMERGENCY RESPONSE: GAS ODOR / LEAK

All school personnel and custodians shall immediately report any gas odor or suspected gas leak to the Director of Operations and Technology. If an odor is detected outside the resource center, it may not be necessary to evacuate.

STAFF ACTIONS:

- X Notify School Coordinator.
- X Move students from immediate vicinity of danger.
- X Do not turn on any electrical devices such as lights, computers, fans, etc.
- X If odor is severe, leave the area immediately.
- X If the resource center is evacuated, take student attendance and report any missing students to School Coordinator/Safety Ambassador.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- X If gas leak is internal, evacuate the resource center immediately.
- X Call 911.
- X Notify utility company.
- X Determine whether to move to alternate location.
- X If extended stay outdoors in inclement weather, contact the Director of Operations and Technology.
- X Do not return to the resource center until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE: HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the resource center 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE: HOSTAGE SITUATION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS

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

STAFF ACTIONS:

- **X** **If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.**
- **X** **Alert the School Coordinator/Safety Ambassador.**
- **X** **Account for all students.**

EMERGENCY RESPONSE: INTRUDER

All public schools are required to post signs at points of entry to their resource centers. 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 front desk. Failure to do so may constitute a misdemeanor.**
>
> **-- *California Penal Code Title 15, Chapter 1.1 § 627.2***

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

- **X** **Notify the School Coordinator/Safety Ambassador. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.**
- **X** **Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.**
- **X** **Isolate intruder from students. Lock the resource center and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.**

EMERGENCY RESPONSE: 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- **X** Notify utility company. Provide the following information:
- **X** Determine length of time service will be interrupted.
- **X** Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- **X** If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- **X** Use messengers with oral or written word as an alternate means of faculty notification.
- **X** Notify District Office of loss of service.
- **X** Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets:
Drinking Water:
Food Service:
Fire Suppression:
Other:

B. Plan for Loss of Electricity

Ventilation:
Emergency Light:
Computers:
Other:

C. Plan for Loss of Natural Gas

Heat:
Food Service:
Other:

EMERGENCY RESPONSE: THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the resource centers 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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:**

1) **Is the individual moving towards violent action?**
2) **Is there evidence to suggest movement from thought to action?**
    - **High violence potential qualifies for arrest or hospitalization.**
    - **Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.**

X **Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.**

X **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.**

X **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.**

X **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.**

X **Facilitate a meeting with student(s) and family to review expectations.**

X **Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.**

STAFF ACTIONS:

X **If any students are outside, move them inside the resource center or away from the location of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.**

X **Inside the resource center, institute LOCKDOWN. Close all curtains and blinds.**

X **Disconnect the school television system in resource centers so the individual cannot view news coverage and see locations of police/students/etc.**

X **Remain with students until ALL CLEAR is given.**

EMERGENCY RESPONSE: IRRATIONAL BEHAVIOR

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

- **X** Keep the individual under continuous adult supervision.
- **X** Keep the individual in the resource center until parent/guardian has been notified.
- **X** Arrange appropriate support services for necessary care of individual.
- **X** 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).
- **X** School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the School Coordinator. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- **X** Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- **X** Provide follow-up collaborative support for the student and parents (as indicated) within the school
- **X** Develop a safety plan prior to the student's return to school.
- **X** Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- **X** Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- **X** Notify School Coordinator/Safety Ambassador.
- **X** Notify school nurse, school psychologist, counselor or social worker.
- **X** Protect individual from injury.

EMERGENCY RESPONSE: EXPLOSION

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

SCHOOL COORDINATOR/SAFETY AMBASSADOR:

- **Determine whether emergency meeting area evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the resource center. EVACUATION may be warranted in some resource centers but others may be used for SHELTER IN PLACE.**
- **Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.**
- **Secure area to prevent unauthorized access until the Fire Department arrives.**
- **Advise the Director of Operations and Technology of school status.**

X **Notify emergency response personnel of any missing students.**

- **Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.**
- **Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check resource centers 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).**
- **Determine if Student Release should be implemented. If so, notify staff, students and parents.**
- **If damage requires the school to be closed, notify parents and staff of school status and alternate location for resource center instruction. Do not return to the resource center until it has been inspected and determined safe by proper authorities.**

STAFF ACTIONS:

X **Initiate DROP, COVER AND HOLD ON.**

X **If explosion occurred inside the resource center, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the resource center and away from fire-fighting equipment.**

X **Check to be sure all students have left the resource center. Remain with students throughout evacuation process.**

X **Upon arrival at assembly area, check attendance. Report status to Safety Ambassador immediately.**

X **Render first aid as necessary.**

X **Do not return to the resource center until the emergency response personnel determine it is safe to do so.**

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

EMERGENCY RESPONSE: PANDEMIC INFLUENZA

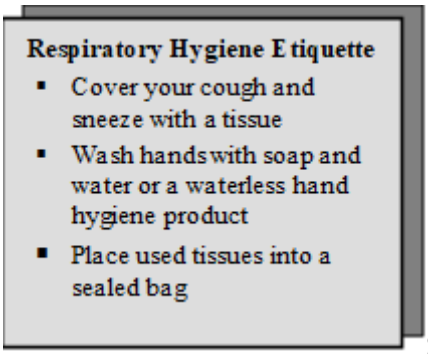
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- **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.

SCHOOL COORDINATOR/SAFETY AMBASSADOR ACTIONS:

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



STAFF and STUDENT ACTIONS:

- x **Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).**
- x **Practice "respiratory hygiene etiquette".**
- x **Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).**
- x **Implement online homework assignments so that students can stay home.**

EMERGENCY RESPONSE: Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. **All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.**

    a. **Act immediately if you or your students:**
    - **hear a sound that <u>might be</u> gunfire.**
    - **see something that <u>looks like</u> a weapon being carried or used on or near the campus.**
    - **sense any other indication of active shooter / armed assailant threat.**

    b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
    c. Be decisive. Communicate your plan to your students and act quickly.
    d. Call 911 and the School Office as soon as it is safe to do so.

2. **Options: *Run, Hide or Fight***

    a. Run: If you can get yourself and your students safely away from danger, do so immediately.
    - **Do <u>not</u> evacuate unless you…**
        - **know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),**
        - **<u>and</u> can visualize a route that will get your students and yourself safely off campus.**
    - **Don't carry anything with you.**
        - **Police may mistake an item in your hands as a weapon.**
        - **Leave everything behind.**
    - **If you encounter people along the way…**
        - **<u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.**

- **<u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*.**

- **Place terrain and buildings between you and the assailant to cover your escape.**
- **Keep going until you are certain you are out of danger.**
- **Call 911 as soon as it is safe to do so.**
- **Keep your students with you. Call <u>(insert phone #)</u> to report your location and obtain instructions.**

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- **Lock the doors**
- **Close and lock windows and close blinds or cover windows;**
- **Turn off lights;**
- **Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;**
- **Silence all electronic devices;**
- **Remain silent;**
- **Position occupants spread out and out of line of site from room entrance.**
- **Prepare to take action if the assailant attempts to get in the room;**
- **Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;**
- **Call 911 as soon as it is safe to do so.**
- **Remain in place until evacuated by identifiable law enforcement officers.**

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- **If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.**
  - **Construct a strong barricade.**
  - **If you have another way out (a window or back door) use it while the assailant is attempting to get in.**
  - **If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.**
    - **a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)**
- **Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.**

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- **State the emergency: "I hear gunfire." "I saw…"**
  - **Give information on people who are wounded.**
- **Location of the assailant (if known):**
- **Description of the assailant (if known):**
- **Your precise location: "room __"**
- **The number of children with you:**

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- ***Run*** **– If you encounter injured persons while you are trying to get out of danger…**
  - **And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.**

- ***Hide*** **– If someone is injured where you are hiding, secure the room before tending to the wounded.**
  - **As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.**

- ***Fight*** **– This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.**
  - **If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.**
  - **If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.**

b. <u>Law Enforcement</u>: If you encounter law enforcement officers…

- **Immediately raise your hands in the air and display your open palms.**
- **Don't run up to officers or attempt to hug or talk to them.**
- **Don't talk unless they ask you a question.**
- **Do exactly what they tell you to do.**

c. <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:

- **Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.**
- **Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.**

d. **<u>Ongoing Communication</u>: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)**

e. **<u>School Activities</u>: (School locations must also plan for and train all district / RC staff involved with student activities and extracurricular programs.)**

SCHOOL COORDINATORS/SAFETY AMBASSADOR ACTIONS:

- **Follow the All Staff guidance described above.**
- **Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.**
  - **Include as much actionable information on the announcement as possible.**
    - ***Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."***
  - **If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people in the resource center with information they can use to better evaluate their options.**
    - ***Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."***
- **Notify the corporate office after you call 911.**
- **If possible, assist emergency personnel.**
  - **Assist police in entering the school;**
  - **Provide officers with keys, maps and any other information requested.**

DISTRICT STAFF ACTIONS

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

- **Emergency Area Reunification**
  - **The Operations Section should prepare an emergency evacuation area for reunification.**
    - **This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.**
    - **Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.**
    - **School staff and students will remain in lockdown until evacuated on a room by room basis.**
    - **Vans should be placed on standby for evacuation.**
    - **Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.**

- **Crisis Intervention**
  - **A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.**

- **This team will also provide ongoing support throughout the recovery phase of the emergency response.**
- **Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.**
- **Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.**

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE: FIRE (Outside Fire/Wild Fire)

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.

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

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

STAFF ACTIONS:

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

ADDITIONAL STEPS FOR THE SCHOOL:

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department, act quickly and decisively to prevent injuries and damage to property.
In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of our staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to our school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around our structures, and surrounding topography. It may be best for some resource centers/offices to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.
If a wildfire is near our locations, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a resource center closure. The Charter Schools have procedures in place for each of these possibilities.

BEFORE

Goals:

1. **Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response**
2. **Develop the capacity of staff to lead students through appropriate response options**
3. **Prevent the risk of injury to individuals and damage of property from wildfire**

Objective(s):

Goal 1 Objectives

a) **Coordinate with local fire department to ensure an effective response to a Wildfire**
b) **Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Develop a clear chain of command with staff**

Goal 2 Objectives

a) **Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**

Goal 3 Objectives

a) **Store combustible materials in fireproof containers**
b) **Follow Fire Code and district rules regarding fire prevention**
c) **Provide fire prevention training to staff**
d) **Hold Fire Drills**
e) **Maintain an adequate supply of fire extinguishers**
f) **Ensure proper maintenance of fire prevention equipment**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) **Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center closure**
b) **Develop location specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**
c) **Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop location specific plans**

Goal 2 Actions

a) **Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and school closure**

Goal 3 Actions

a) **Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan**
b) **Ensure combustible materials are stored in fireproof containers**
c) **Hold fire extinguisher training for staff**
d) **Ensure adequate supply of fire extinguishers are appropriately maintained**
e) **Hold required number of fire drills and vary the situation to improve staff and student response**

STAFF ACTIONS

Goal 2 Actions

a) **Take fire extinguisher training or read about/watch video on how to use a fire extinguisher**
b) **Read any fire prevention and wildfire response materials provided by administration**

Goal 3 Actions

a) Participate and lead students in fire drills
b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto school
c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:

1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Objective(s):

Goal 1 Objectives

a) Conduct appropriate wildfire response actions in a timely manner
b) Conduct accountability procedures in a timely manner
c) Activate school location Incident Command Team, as necessary

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS:

Goal 1 Actions

a) Work with the district office, local fire department and other responders to determine best course of action
b) Use the "Wildfire Evacuation Decision Tree" following this section.
c) Communicate plan of action to staff and students:
   - voluntary evacuation
   - early dismissal
   - mandatory evacuation
   - shelter-in-place
   - resource center closure

d) **Consider the following while implementing response action**

- **Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)**
- **Food and water**
- **Transportation**
- **Security and Safety**
- **Communications**

e) **Contact families to notify of planned course of action**

f) **Activate school Incident Command Team, as necessary**

- **Reunification Team**

g) **Ensure all staff and students are accounted for**

h) **Ensure that access roads are kept open for emergency vehicles**

i) **Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity**

j) **Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so**

<u>Goal 2 Actions</u>

a) **Remind staff to close doors when exiting resource centers/offices**

b) **Notify appropriate utility company of suspected breaks in utility lines or pipes.**

c) **Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)**

- **Provide SDS sheets of any chemicals on location/in the area of the fire to the fire department upon arrival**

d) **Notify District Office of situation**

STAFF ACTIONS:

Goal 1 Actions

a) **Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and resource center/office closure**
b) **If evacuating or sheltering-in-place, take emergency backpack and student kits**
c) **Maintain control of the students a safe distance from the fire and firefighting equipment**
d) **Take attendance. Report missing students to the School Coordinator/designee and emergency response personnel**
e) **Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family**
f) **Serve in any designated position on the Incident Command Team**

Shut resource center or office door after all individuals have exited

Provide information to School Coordinator/Safety Ambassador regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:

1. **Effectively communicate to all stakeholders**
2. **Determine response strengths, areas from improvement and steps to improvement**

Objective(s):

Goal 1 Objectives

a) **Provide information to staff, parents, and students**
b) **Provide information to district office**

Goal 2 Objectives

a) **Conduct After-Action Report process**

Courses of Action:

SCHOOL ADMINISTRATOR/SAFETY AMBASSADOR ACTIONS

Goal 1 Actions

a) **Provide critical information to the district office in order to develop effective key messages**
b) **Work with appropriate district department to write messages to inform parents, staff and the community about what happened**

c) **Work with appropriate district department to draft talking points for phone calls and media requests**

Goal 2 Actions

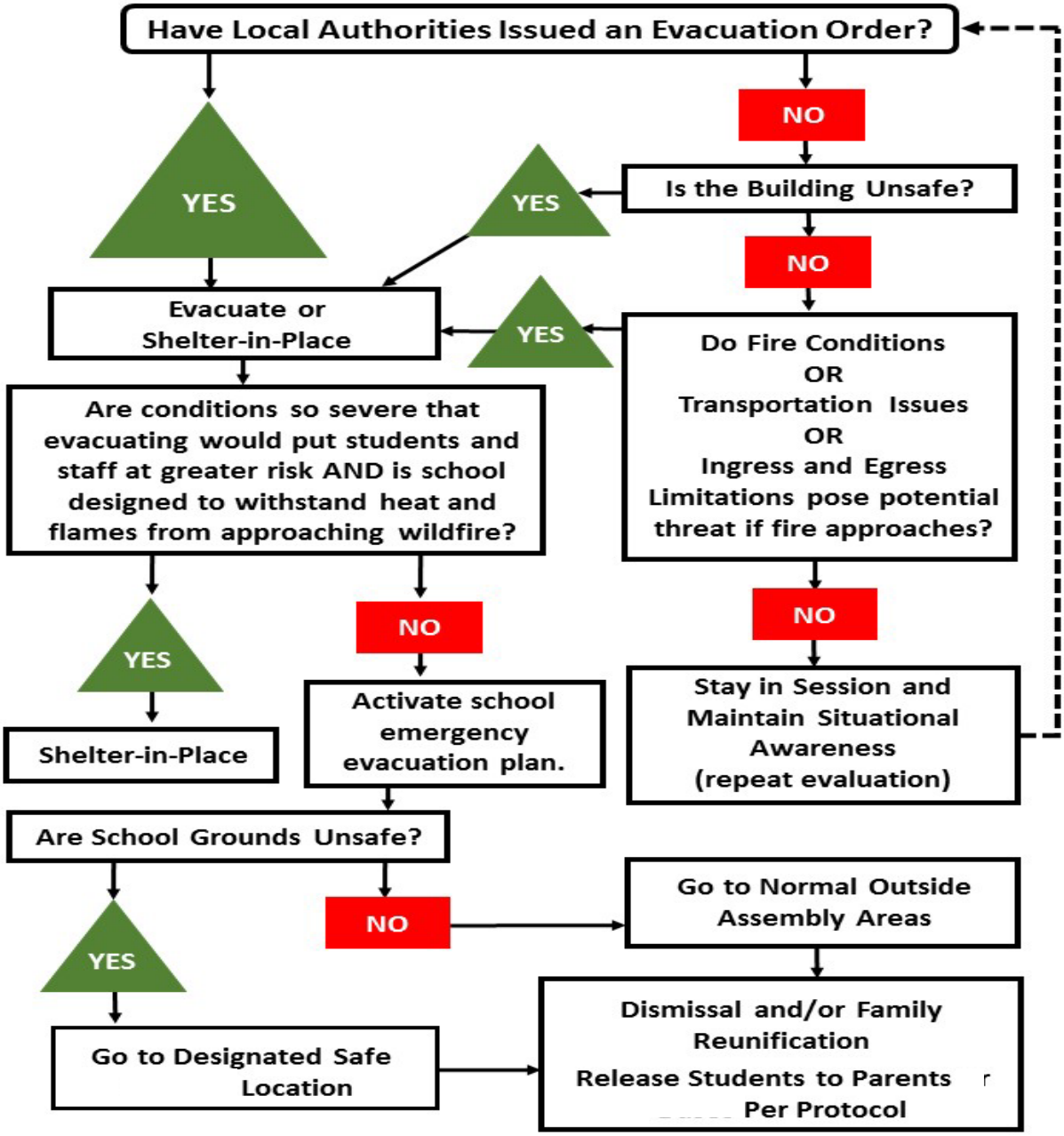
a) **Conduct an after-action report process and implement necessary actions for improving future responses**
b) **Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response**
c) **Identify steps to improve future responses**
d) **Implement steps to improvement**

STAFF ACTIONS

Goal 2 Actions

a) **Participate in the after-action report process**
a) **Participate in any determined corrective actions discovered in the after-actions process**

WILDFIRE DECISION TREE



EMERGENCY RESPONSE: OPIOID ANTAGONIST-Naloxone Hydrochloride

Pursuant to California Education Code 49414.3, any school districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Altus Schools South Bay has established a Staff Naloxone Hydrochloride Emergency Training Plan and Program pursuant to CDE 49414.3 which includes safe and effective management of opioid-related overdoses. This plan is also incorporated into the school emergency preparedness and response plans.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Altus Schools South Bay's primary goal in the fight against opioids and fentanyl use is prevention.

Altus Schools South Bay will use the following prevention strategies:

- **Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:**
  - **How opioids and fentanyl affect the body's systems.**
  - **Refusal strategies**
  - **The signs and symptoms of use/abuse**
  - **The science of addiction**
- **Distribute safety advice to families regarding opioid overdose prevention.**
- **Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.**
- **Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.**

SIX ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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

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

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

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

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

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

If an opioid overdose is suspected, stimulate the person:

- **Call the person's name, tap the person's shoulders, clap your hands loudly in order to assess for level of consciousness.**
- **If this doesn't work, per Department of Health and Human Services (DHHS) recommendation, vigorously grind knuckles into the sternum (the breastbone in middle of chest).**
- **If the person responds, assess whether he or she can maintain responsiveness and breathing.**
- **Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.**
- **If the person does not respond, call 911.**
- **Grab the Opioid Overdose Emergency Kit and Automatic External Defibrillator (AED).**
- **Provide rescue breathing if the person is not breathing on their own and administer one dose of naloxone.**
- **For students, instruct staff member to contact the parent/guardian or emergency contact on file.**
-

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

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

STEP 3: ADMINISTER NALOXONE

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

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

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

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

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

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

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

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

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

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

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of

naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.
Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

STEP 4: SUPPORT THE PERSON'S BREATHING
Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

STEP 5: MONITOR THE PERSON'S RESPONSE
All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

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

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

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

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

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

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

STEP 6: ADDITIONAL SUPPORT

- **Have the individual transported to the nearest medical facility, even if symptoms seem to get better.**
- **Debrief with students and staff present and assess further needs for support.**
- **Complete an Accident Report Form.**

Follow up with assigned school nurse for additional support.

SUSPENSION AND EXPULSION POLICY

3110 Suspension / Expulsion Policy

Amended: May 5, 2009,* February 16, 2022, *December 7, 2022, June 22, 2023

This Student Suspension and Expulsion Policy has been established by the Board of Directors of Audeo Charter School Corporation, Inc. in order to promote learning and protect the safety and well-being of all students at the following schools: Audeo II, Audeo III, Audeo Valley Charter School, Grossmont Secondary School , Mirus Secondary School and Sweetwater Secondary School, (hereinafter collectively referred to as "Charter School").

In adopting this policy, 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, expulsion, or involuntary removal.

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 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 the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

shall state that the policy and procedures are available on request at the School Coordinator's office. Suspended or expelled students shall be excluded from all school

and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. 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 Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

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; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the 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 it not limited to electronic files and databases.**

g) **Stole or attempted to steal school property or private property, which includes but it 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 his or her 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) **Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.**

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

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

n) **Harassed, threatened, or intimidated a student who is a complaining witness or**

witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

p) **Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.**

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

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

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

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

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

1) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or**

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

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.**

2) **"Electronic Act" means the creation or transmission originated on or off the School location, 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

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

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

w) **Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.**

2. **Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the 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 School Coordinator 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 of 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 for any of the following acts 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 his or her 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 subdivision, "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 section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

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

l) **"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:**

i. **Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care,**

skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) **"Electronic Act" means the creation or transmission originated on or off the School location, 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 clause, "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 clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**
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 School Coordinator or designee's concurrence.**

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

a. **Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator 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 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.**

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

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

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

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.

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 School Coordinator or designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Coordinator or designee.

The conference may be omitted if the School Coordinator 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 him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the 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 or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Coordinator or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

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

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.
A student may be expelled either by the neutral and impartial Audeo Board of Directors following a hearing before it, or by the neutral and impartial Audeo Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of the Audeo Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Coordinator or designee determines that the student has committed an expellable offense and recommends the student for expulsion. In the event an Administrative Panel hears the case, it will make a recommendation to the Audeo Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (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 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 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 anddocumentary evidence on the student's behalf including witnesses.**

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

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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. **The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five calendar 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 complaint witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**

2. **Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**

3. **At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**

4. **The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**

5. **The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.**

6. **Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from**

removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

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

8. **The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.**

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

10. **Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.**

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

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

J. Written Notice to Expel

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

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Students/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the School Coordinator or designee and the student and 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of 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 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. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after two (2) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.]

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

1. Notification of SELPA

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 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 alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School , the parent/guardian, 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/guardian 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 Charter School, the parent/guardian, 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 Charter School, the parent/guardian, 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:

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

If 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 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 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 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 USC Section 1415(k), until the expiration of the forty-five (45) daytime period provided for in an interim alternative educational setting, unless the Parent/guardian and 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.

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

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

6. Interim Alternative Educational Setting

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

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

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

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 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 Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parents;

however the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

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.

Notification to Staff of Dangerous Students

a. **The administration will inform the School Coordinator of information received from the court and the Probation Department. The Altus Schools South Bay School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.**

b. **Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.**

c. **Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.**

d. **After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.**

Anti-Discrimination and Harassment Policy

Altus Schools South Bay is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Altus Schools South Bay shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Altus Schools South Bay may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❒ **Pants sagging below the waist**
- ❒ **Beachwear or sleepwear, including bedroom slippers**
- ❒ **Shorts/skirts that are above mid-thigh**
- ❒ **Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment**
- ❒ **Visible undergarments (including boxer shorts, bras, etc.)**
- ❒ **Clothing that promotes alcohol, drugs, tobacco, or other controlled substances**
- ❒ **Clothing that uses vulgar/profane language and/or images**
- ❒ **Head coverings such as, hats, bandanas, beanies, or do-rags**

Loitering Law

LOITERING LAW COMPLIANCE:

SY 2023-2024

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- **On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.**
- **On scheduled school days, students may travel to and from school without parental or guardian accompaniment.**
- **Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.**

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures *may include*:

- **Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.**
- **If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.**
- **When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace office may issue a citation for a misdemeanor to the parent to appear in court.**

Exceptions *may include*:

- **A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.**

- **Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.**
- **A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.**
- **A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.**
- **A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.**

Definitions

- **"Adult" means any person twenty-one (21) years of age and older.**
- **"Emergency" includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.**
- **"Establishment" means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.**
- **"Juvenile" means any person under eighteen (18) years of age.**
- **"Parent" means a person who is the natural or adoptive parent of a person. "Parent" includes a court- appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.**
- **"Public place" means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.**
- **"Scheduled school days" are Monday through Friday excluding school holidays. "School hours" are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student's appointment times at the Resource Center.**

I have read and understand this notice. My student and I will obey the laws.

Student:_____
Date:_____

Parent:_____
Date:_____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Altus Schools South Bay students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Altus Schools South Bay students and parents to help prepare all Altus Schools South Bay students for a safer journey.

1. **Every Altus Schools South Bay student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.**

2. **Every student, parent or guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.**

3. **All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.**

4. **Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.**

5. **Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.**

6. **If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.**

7. **In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and TELL a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.**

8. **Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.**

9. **Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to TELL a school staff member, parent, or another trusted adult what happened.**

10. **Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.**

11. **Students will be taught to never leave the resource center with anyone they don't know. They should always CHECK FIRST with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always CHECK FIRST before doing anything. Students will be taught to make sure they understand to TELL a trusted adult if they notice anyone they don't know hanging around the resource center.**

12. **Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.**

Safe Ingress and Egress Procedures

All Altus Schools South Bay staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- **Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan**
- **Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan**
- **Using class sign-sheets, staff verifies presence of all students and staff**
- **Staff contacts appropriate emergency units**
- **Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given**
- **Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure**
- **Staff and students reenter building and resume instructional/administrative activities**

If the building is not safe to reenter, the reunification procedures are required:

- **Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students**
- **When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms**
- **Parent/Guardian will sign form verifying that student is being released to them**
- **Staff will maintain documentation to ensure accountability of all students**

Ensuring a Safe and Orderly Environment

Altus Schools South Bay is and will remain a safe place for students and adults.

Altus Schools South Bay staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- **Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.**
- **Complete ALL assignments as scheduled.**
- **Respect the authority of ALL ADULTS at Altus Schools South Bay.**

SEVERE CLAUSE BYPASSES

A majority of students at Altus Schools South Bay will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion
Defiance/unprovoked attack
Stealing
Profanity, Vulgarity, or Obscene Acts
Possession or use of drugs or alcohol
Smoking
Vandalism
Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- **Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.**
- **Follow up to make sure your student is doing high quality work according to scheduled dates.**
- **Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.**
- **Meet with staff when requested.**

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- **Instill in your child a sense of responsibility for what he/she says and does.**
- **Help him/her to solve conflicts in a peaceful manner.**
- **Review your own attitude about discipline and behavior.**
- **Make sure you communicate with the school to learn necessary facts and expected behavior.**
- **As a role model for your child, show respect for learning and the necessity for completing an education.**

Child Abuse Reporting Procedures

All Altus Schools South Bay certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Altus Schools South Bay employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a reasonable suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss ALL situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the Child Abuse Hotline first (1-800-344-6000) to make a verbal report to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a written or faxed report.

2. The correct form for either the written or fax report is DOJ SS8572. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.

3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.

4. Please type or print legibly in black ink to avoid a time-consuming callback.

5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please

continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

1. Fax form to Child Abuse Hotline (858) 467-0412

2. Send the original to School Coordinator to place in a confidential locked file.

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111

2. Send a copy to the School Coordinator to place in a confidential locked file.

NOTE: ***Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.***

I. REPORTING RESPONSIBILITIES

• No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.

• Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.

• Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of

child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

• "Child care custodian" means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.

• "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.

• "Child protective agency" (CPA) means a police or sheriff's department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

Emergency Notification Information

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

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

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police	911	619-691-5151
National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR ALTUS SCHOOLS SOUTH BAY:

CONTACT	EMERGENCY	NON-EMERGENCY
Altus Schools South Bay Safety Coordinator	619-757-0028	858-678-2045 Business Office
Altus Schools South Bay Coordinator	630-290-3034	858-678-3908
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

Emergency Resource Information

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- ☑ **Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Bull Horn – recommend a minimum of one**
- ☑ **Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)**
- ☑ **Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.**
- ☑ **Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)**
- ☑ **Duct Tape – recommend a minimum of two rolls used for marking blank vests.**
- ☑ **Rosters - recommend a minimum of one set per room sorted by alphabet**
- ☑ **Steno Pads (5x7) – recommend one per Incident Command Team member (17)**
- ☑ **Pencils & Pens - recommend one each per Incident Command Team member (34)**
- ☑ **Copies of Forms**
- ☑ **Chalk - recommend twenty-five sticks, red in color**
- ☑ **3x5 Cards – recommend one hundred**
- ☑ **Department or Placards**
- ☑ **First Aid & Medical Team Supplies**
- ☑ **Search and Rescue Team Supplies**
- ☑ **Vests for Key Personnel – recommend a total of 17 for Incident Command Team members**

All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are a file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ **Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.**
- ☑ **Current map of resource center layout. Map must show all buildings, RC numbers, and evacuation routes.**
- ☑ **Most current blueprint (architectural drawings).**
- ☑ **Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.**
- ☑ **A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.**
- ☑ **If available, current student photos on CD-ROM or most recent yearbook.**
- ☑ **Telephone numbers listed in numerical order for each RC/building.**

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

Emergency Operations Overview

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

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

Incident Command Team Overview

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one "position". (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to "cluster" certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties**
  - **Safety Officer - ensures that all activities are conducted in as safe a manner as possible**
  - **Public Information Officer – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available**
  - **Liaison Officer – serves as the point-of-contact for agencies outside of the school.**
- **Operations Chief – manages direct response to the RC emergency**
  - **Resource Center Check & Security – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander**
  - **Search & Rescue Leader and Team – checks RC for damage, rescues victims, and reports RC conditions**
  - **First Aid & Medical Leader and Team – provides medical response including CISM (Critical Incident Stress Management)**
  - **Student/Parent Reunification**
    - **Assembly Area – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)**
    - **Request Gate – processes requests by parents or authorized adults for release of students**
    - **Release Gate – releases student to parent or authorized adult**

- **Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident**
    - **Documentation – collects, evaluates, and documents event**
    - **Situation Analysis – assesses the overall incident**
- **Logistics Chief – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services**
    - **Supplies, Facilities, & Staffing – provides supplies, equipment and staffing to support response**
- **Finance & Administration Chief – tracks purchases, staff hours, costs, and student accountability**

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

EMERGENCY PROCEDURES

Resource Center Evacuation Procedure

Notification
The Incident Commander is responsible for notifying the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings
The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

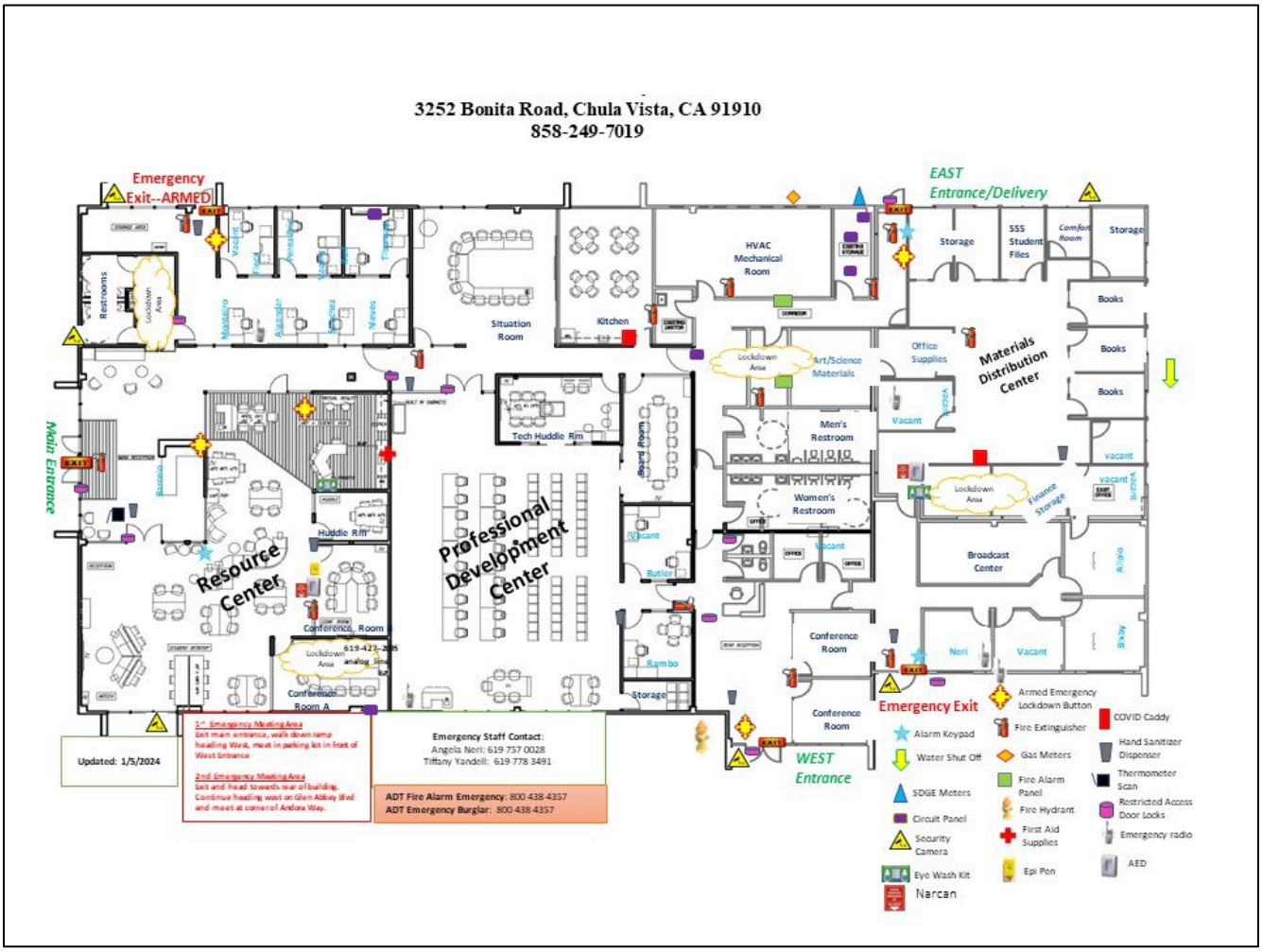
Evacuation Locations

In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

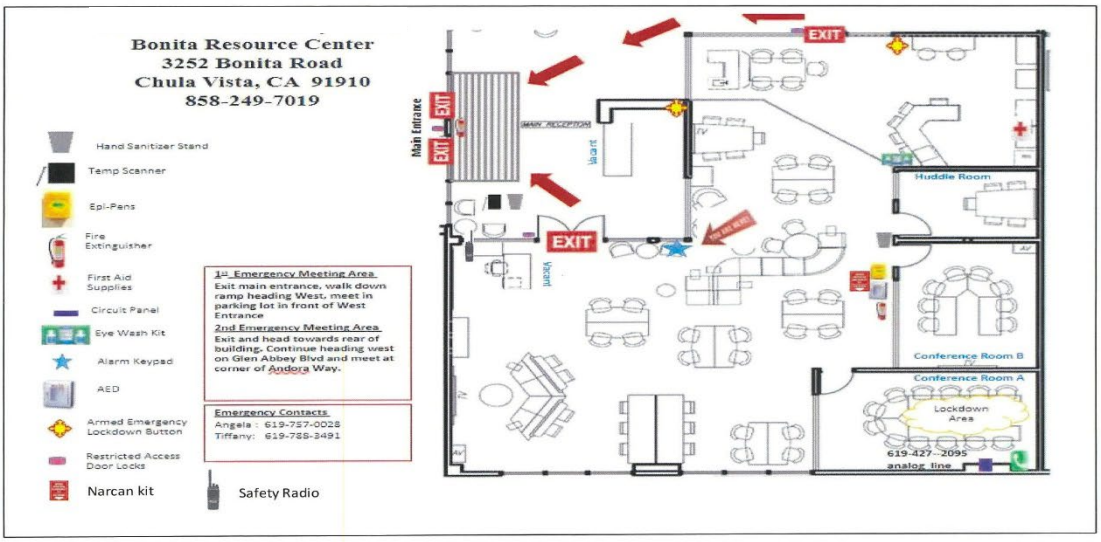
Bonita RC/Bonita Training, Research and Development Center (Bonita):
3252 Bonita Road, Chula Vista, CA 91910
Cross Street: Andorra Way
Emergency Meeting Area: Front of Building Next to Flag Pole to Vons in Bonita



Bonita Plan


3252 Bonita Road, Chula Vista, CA 91910
858-249-7019
Emergency Exit--ARMED
EAST Entrance/Delivery
Main Entrance
Resource Center
Professional Development Center
Materials Distribution Center
Broadcast Center
Situation Room
Kitchen
HVAC Mechanical Room
Tech Huddle Rm
Huddle Rm
Conference Room
Conference Room A
Men's Restroom
Women's Restroom
Lockdown Area
Art/Science Materials
Office Supplies
Storage
Books
Vacant
Emergency Exit
WEST Entrance
Updated: 1/5/2024
Emergency Staff Contact:
Angela Neri: 619 757 0028
Tiffany Yandell: 619 778 3491
ADT Fire Alarm Emergency: 800 438 4357
ADT Emergency Burglar: 800 438 4357
Armed Emergency Lockdown Button
Alarm Keypad
Water Shut Off
SDGE Meters
Circuit Panel
Security Camera
Eye Wash Kit
Narcan
Fire Extinguisher
Gas Meters
Fire Alarm Panel
Fire Hydrant
First Aid Supplies
Epi Pen
COVID Caddy
Hand Sanitizer Dispenser
Thermometer Scan
Restricted Access Door Locks
Emergency radio
AED

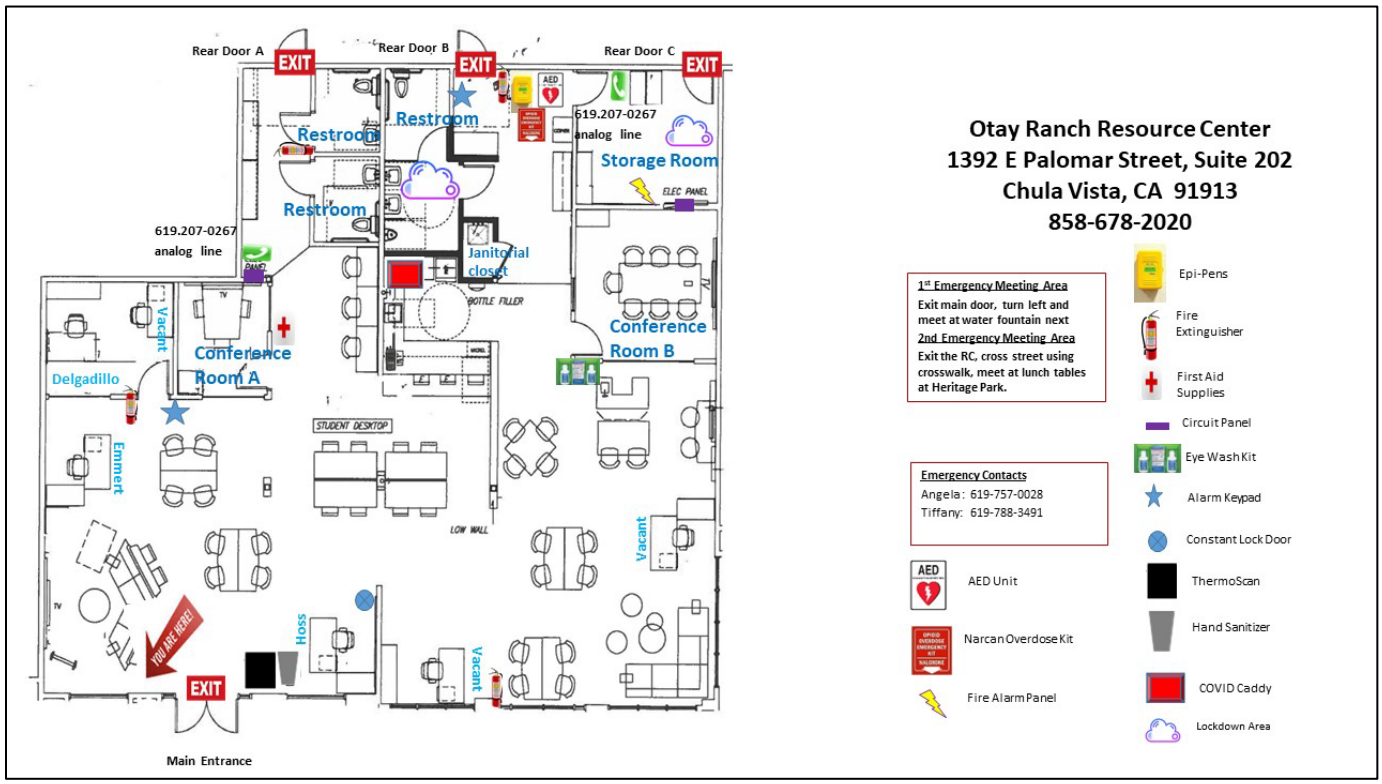
Bonita RC Plan



Heritage Plaza (Otay Ranch): 1392 E. Palomar St., #202, Chula Vista, CA 91913
Cross Street: Santa Rita Street
Emergency Meeting Area: #1 Tastea Grill in open area patio, #2 Park across the street next to the pond



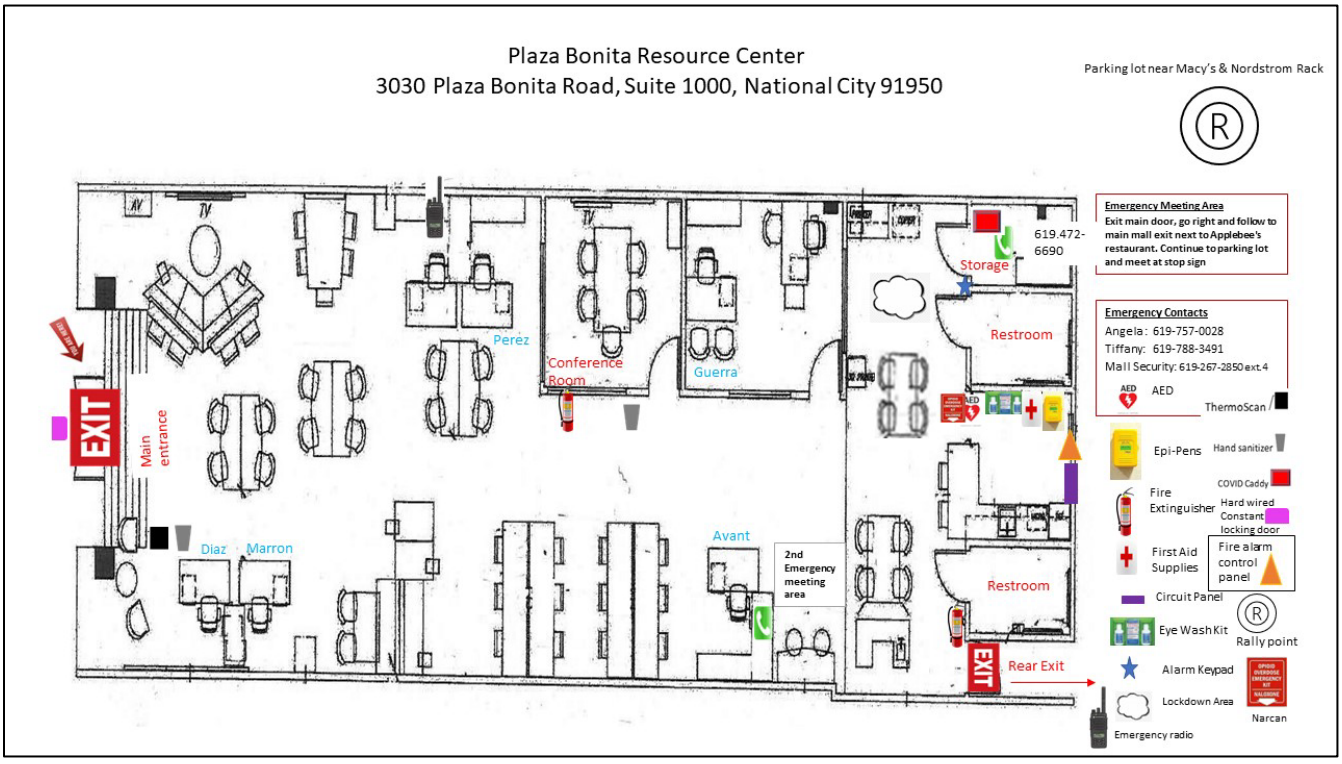
Heritage Plaza (Otay Ranch) Plan



Plaza Bonita: 3030 Plaza Bonita Road, National City, CA 91950
Cross Street: Sweetwater Road
Emergency Meeting Area: Exit Near Applebee's Side Parking Lot then to the Stop Sign



Plaza Bonita Plan



Sommerset (Chula Vista): 1655 Broadway, Suites 13&14, Chula Vista, CA 91911
Cross Street: Anita St.
Emergency Meeting Area: Parking lot by marquee then corner of Anita and Broadway Streets



Sommerset Plan

Sommerset-Chula Vista Resource Center
1655 Broadway, Suite 13 & 14
Chula Vista, CA 91911
858-214-2506

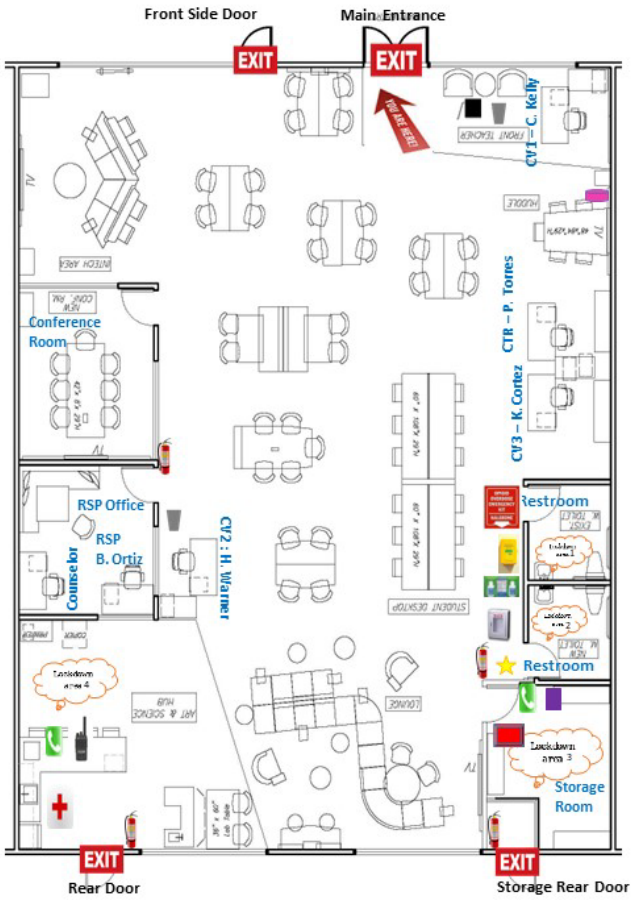
1st Emergency Meeting Area
Exit main door , veer left and meet in parking lot by marquee sign.

2nd Emergency Meeting Area
Exit rear door, go left out the door, head towards Anita Street Meet on corner of Anita and Broadway (near mechanic)

Emergency Contacts
Angela: 619-757-0028
Tiffany: 619-788-3491
CV RC Landline: 619-425-5030

ThermoScan
Hand sanitizer
COVID Caddy

Epi-Pens
Fire Extinguisher
First Aid Supplies
Circuit Panel
Eye Wash Kit
Alarm Keypad
AED
Hardwire button for door lock
Analog phones
Narcan
Emergency Radio



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the resource center.

Lockdown Procedure

Emergency Lockdown Procedures

If an emergency situation near an Altus Schools South Bay RC endangers student or staff safety, Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. **A teacher or designee will declare "this is a lockdown" alerting staff and students in a calm manner.**
2. **All students and staff remain in their RC or offices.**
3. **All RC doors and windows are to be closed and locked.**
4. **All window blinds should be drawn or closed.**
5. **A staff member will activate "STAY" function on ADT/Protection One Security Alarm Panel.**
6. **Safety Ambassador or designee will call/email Executive Safety Committee.**
7. **A staff member will take a head count of ALL persons in RC/building**
8. **A staff member will use the attached Sign In sheet for ALL persons on location.**
9. **All lights should be turned off (as needed)**
10. **A member of the Altus Schools South Bay Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.**
    ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.
11. ***No one is permitted to leave and no one, including a parent, is allowed in the RC.***
12. **Students and staff will remain quiet and calm.**
13. **All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.**
14. **First aid will be rendered by staff as necessary.**
15. **Resource Center staff should defer media statements to the Communications Department.**

Only a member of the Altus Schools South Bay Safety Committee may lift a lock down.

Persons who may activate a RC lockdown:

- **Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.**

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- **Authorities inform the school or RC of a dangerous situation in close proximity to the facility.**
- **The immediate pursuit of a dangerous suspect.**
- **The execution of a high-risk search or arrest warrant.**
- **A large-scale enforcement operation involving potentially dangerous suspects.**
- **Someone with a weapon is en route to a RC.**
- **Gunshots are heard nearby.**
- **An act of terrorism.**

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- **Remain calm as school and local authorities manage the situation.**
- **If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.**
- **Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.**
- **Parents will be required to present identification.**
- **The reunification location will be given to parents over the phone, if possible.**
- **Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.**

Following Lockdown:

- **The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:**
    - **Lockdown Incident Report Form**
    - **Emergency Sign-In Report**
    - **Emergency Student Sign Out Report**
- **The Safety Committee will convene within 72 hours to debrief**
- **The Safety Ambassador Coordinator will keep a record of all occurrences.**

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	**Duration of Lockdown:** **Beginning time:** **End Time:**
Date of Incident:	**Report Prepared by:**
Name of Executive Safety Lead Notified:	

1. **Type of Incident/Brief Explanation:**

2. **Who declared the lockdown?**

3. **How did you hear about the need for a lockdown?**

4. **Where there any First Aid or Health matters during the lockdown? If so, please explain.**

5. **Is there a need for follow up to any students/parents?**

6. **Did you have enough communication, information, and resources during your lockdown?**

7. **Are there any recommendations:**

***Attach this report to the Sign in Sheets and the Sign Out report.**
Return entire Lockdown packet to Angela Neri within 24 hours.

Signature: _____ Date: _____

Date Report Received: _____

ALTUS SCHOOLS SOUTH BAY EMERGENCY LOCKDOWN SIGN IN SHEET

(ALL persons in RC/building sign in)

When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:

Use the below sign in sheet for ALL persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

EMERGENCY RELEASE SIGN OUT RECORD PAGE 1 of __

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD PAGE 2 of __

5.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

6.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

7.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

8.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

9.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 3 of __

10.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

11.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

12.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

13.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

14.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 4 of __

15.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

16.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

17.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

18.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

19.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 5 of __

20.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

21.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

22.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

23.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

24.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

EMERGENCY RELEASE SIGN OUT RECORD PAGE 6 of __

25.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

26.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

27.	**Student Last Name:**	**Student First Name:**	**Student Signature:**
	Released To:	**Relationship to Student:**	**Date/Time Released:**
	Signature of Parent/Guardian:	**Form of ID:**	**Checked By:**

Parent Notification & Reunification Procedure

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification
In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification
Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: Incident Commander
Alternate: Operations Chief

Earthquake Procedure

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to "Drop, Cover, and Hold" at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

Fire Procedure

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department ("9-1-1") or notify Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Altus SCHOOLS

Fire/Earthquake Evacuation Drill Report

_____

School/Resource Center

Date of Training/Drill	Time of Training/Drill	Duration (in minutes)	Number of Students Participating

**Please conduct the drill at least three times on different days and/or times so as many students as possible can participate.*

1. **Names of staff members participating in drill:**

2. **If there were others present during the drill, please list their names and reasons for being at the location (volunteer, guest speakers, parent, etc.):**

3. **Location of Evacuation/Assembly Area:**

4. **What worked particularly well during the training and drill?**

5. **How could the training/drill be improved to make it more effective?**

6. **Any other suggestions?**

7. **Safety Supplies have been reviewed?**
   - ❑ ***See attached for needed items***
   - ❑ ***Reviewed and NO items are needed at this time***

Report prepared by: _____

Signature: _____ ***Date:*** _____

Safety Supplies

The following checklist will help you identify the items that you will review each time you perform a drill. If your kit needs replenishment, please identify the item(s) below.

First Aid Kit

- ❑ Twenty Gauze pads, non-sterile (3 x 3 or 4 x 4)
- ❑ Four Roller Gauze, 4" wide, to secure gauze pads over wounds
- ❑ Two Adhesive tape, 1" wide, to secure gauze pads or bandages over wound
- ❑ Fifty Band-Aids, Regular size, 1" x 3", to cover minor wounds
- ❑ Twenty Band-Aids, small, to cover minor wounds (finger)
- ❑ Ten Band-Aids, large, to cover large wounds
- ❑ Five Pairs Latex-free gloves, Medium
- ❑ Two Cold compress
- ❑ Twenty Cotton Tip Applicators
- ❑ Two Triangular Bandage
- ❑ Four Thermometers-disposable
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Blood Bourne Pathogen Kit (BBP Kit)

- ❑ Wastebasket for supplies storage
- ❑ Marked spray bottle to create disinfectant solution
- ❑ Dishwashing Soap
- ❑ Sponge
- ❑ Gloves
- ❑ Zip lock baggies
- ❑ Roll of paper towels
- ❑ Brush and dust pan
- ❑ Wastebasket size plastic liners
- ❑ Kitty litter
- ❑ Disposable plastic aprons
- ❑ Written instructions for the use of the BBP kit and materials
- ❑ 1 pair Goggles
- ❑ 2 pairs Shoe Covers

Backpack Survival Kit

- ❑ Emergency Preparedness Binder (contains
- ❑ Safety Plan and other documents) Transistor AM/FM radio
- ❑ Wired Phone
- ❑ Safety glow sticks - 2
- ❑ Candles - 2
- ❑ Emergency Blanket
- ❑ Waterproof Matches
- ❑ Whistle (located on the end of the "Life Gear" glow stick)
- ❑ Flashlights
- ❑ Duct Tape
- ❑ Pad of Paper Marker

Field Trip First Aid Kit

- ❑ Ten Sterile gauze pads, 2"x2"
- ❑ Two Gauze roller, 4"
- ❑ Four Gauze roller, 2"
- ❑ Fifteen Band-Aids, Regular size, 1"x3"
- ❑ Five Band-Aids, large
- ❑ Two Triangular bandage
- ❑ One Adhesive tape, 1"
- ❑ One Hand sanitizer, 2oz bottle
- ❑ One First Aid Antiseptic, 2oz bottle
- ❑ One CPR Mask
- ❑ Written instructions for first aid kit use

Science Cart First Aid Kit

- ❑ One Absorbent Compress
- ❑ Ten Antibiotic Cream
- ❑ Ten Antiseptic Towelettes
- ❑ Ten Burn Cream
- ❑ Five Fabric fingertip bandages
- ❑ Four Fabric Knuckle Bandages
- ❑ One First Aid Tape
- ❑ One Forceps 4"
- ❑ Four Gauze pads 3x3
- ❑ One Gauze roll, 2" x 6 yd
- ❑ One Instant Ice Pack 5x7"
- ❑ 2 large Nitrile Gloves
- ❑ Sixteen Plastic Bandages 1x3"
- ❑ One Scissors 4"
- ❑ One Sting Wipes 1 x2"
- ❑ One Triangular Bandage 40x40x56"
- ❑ First Aid Facts Guide

COVID Caddy

- ❑ One Disinfectant wipes
- ❑ Two Disinfectant spray
- ❑ Paper towels
- ❑ One box of Masks
- ❑ One box of Gloves
- ❑ One Thermometer with Batteries
- ❑ Hand sanitizer

Notes:

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

A. **Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the "Run, Hide, Fight" model.**
B. **Armed assailant drills have both benefits and concerns associated with their implementation.**
   - **Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.**
   - **Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.**
   - **Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.**

DRILL APPROACHES AND PLANNING

A. **Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.**
B. **Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.**
C. **Schools should keep simulation techniques appropriate to the participants' developmental maturity.**
   - **Inform participants of the use and purpose of props and simulation aids prior to the drill.**
   - **Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.**
D. **Regular practice helps participants develop readiness and quickly access and apply knowledge.**

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. **Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.**
B. **It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.**
C. **School-employed mental health professionals should be involved in every stage of preparation.**
   - **Prior to the drill, staff should be trained to recognize common trauma reactions.**
   - **Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.**
   - **After completion, staff and students should have access to mental health support, if needed.**
D. **Participation should never be mandatory, and parental consent should be required for all students.**
E. **If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.**

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.**
2. **Conduct a needs assessment of the school community.**
3. **Implement a cost–benefit analysis that considers all emergency preparedness needs and options.**
4. **Tailor drills to the context of the school environment.**
5. **Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.**

6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.**
7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.**
8. **Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.**

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the "Run, Hide, Fight" model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. **School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.**

Empowerment versus potential harm. **The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.**

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not be appropriate).

***Available research*. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.**

***Potential lawsuits*. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.**

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options- based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation

activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of Education, 2006a). *Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.*

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. **Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.**

Airsoft as a simulation aid. **Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.**

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children's Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.
***Before an armed assailant drill or simulation*. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.**

***During an armed assailant drill or simulation*. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.**

***After an armed assailant drill or simulation*. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.**

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- **Parent permission – parents return a permission slip allowing their child to participate.**
- **Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.**
- **Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.**

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. **Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:**
   - **Identifies a lead person to coordinate school safety efforts, including drills;**
   - **Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;**
   - **Takes a lead in identifying the most appropriate preparedness activities for the school;**
   - **Provides ongoing professional development and training as needed; and**
   - **Ensures that the school's policies are in compliance with state laws and school board policies.**

2. **Conduct an assessment of the school community to:**
   - **Identify the types of crisis events most likely to occur,**
   - **Determine the current school culture and climate,**
   - **Map existing resources and capacities of school personnel or school safety teams, and**
   - **Identify any related policies that should be considered in the planning of drills.**

3. **Implement a cost–benefit analysis that:**
   - **Considers financial costs in relation to the likelihood of a particular crisis;**

- **Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;**
- **Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);**
- **Considers the current knowledge and identified needs of the staff; and**
- **Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.**

4. **Tailor drills to the context of the school environment, taking into consideration:**
   - **The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);**
   - **Age, cognitive, and developmental levels of awareness of students;**
   - **Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;**
   - **The capacity, comfort level, and trust among staff;**
   - **Administrative support;**
   - **Optimal timing, including time of year, day of the week, and time of the day;**
   - **Relationships with external partners, law enforcement, and other first responders; and**
   - **The layout of the school building and campus.**

5. **Create a plan of progression that:**
   - **Considers whether any previous activities have been conducted in the school;**
   - **Starts with simple, low-cost, discussion-based exercises;**
   - **Considers all available types of drills;**
   - **Identifies specific objectives and goals for the drills; and**
   - **Identifies a timeline and metrics to help determine whether more complex exercises are needed.**

6. **Prepare for logistics of the drill to ensure that:**
   - **Previous traumatic experiences of those involved are considered;**
   - **School staff learn to recognize stressful reactions to drills;**
   - **Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;**
   - **School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;**
   - **Adequate follow up is available for students or staff with questions; and**
   - **Appropriate methods to evaluate outcomes are implemented.**

7. **Develop a communications plan that:**
   - **Informs members of the school community of planned drills and what will be entailed;**
   - **Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;**
   - **Provides opt-out options for staff and students; and**
   - **Encourages feedback and evaluation by participants after the fact.**

8. **Establish a long-term follow up plan to support sustainability that considers:**
   - **What additional training is required;**
   - **How the drill integrates with other school safety and crisis prevention efforts;**
   - **How current and previous training and knowledge can be maintained and built upon; and**
   - **When follow-up should be conducted and how often.**

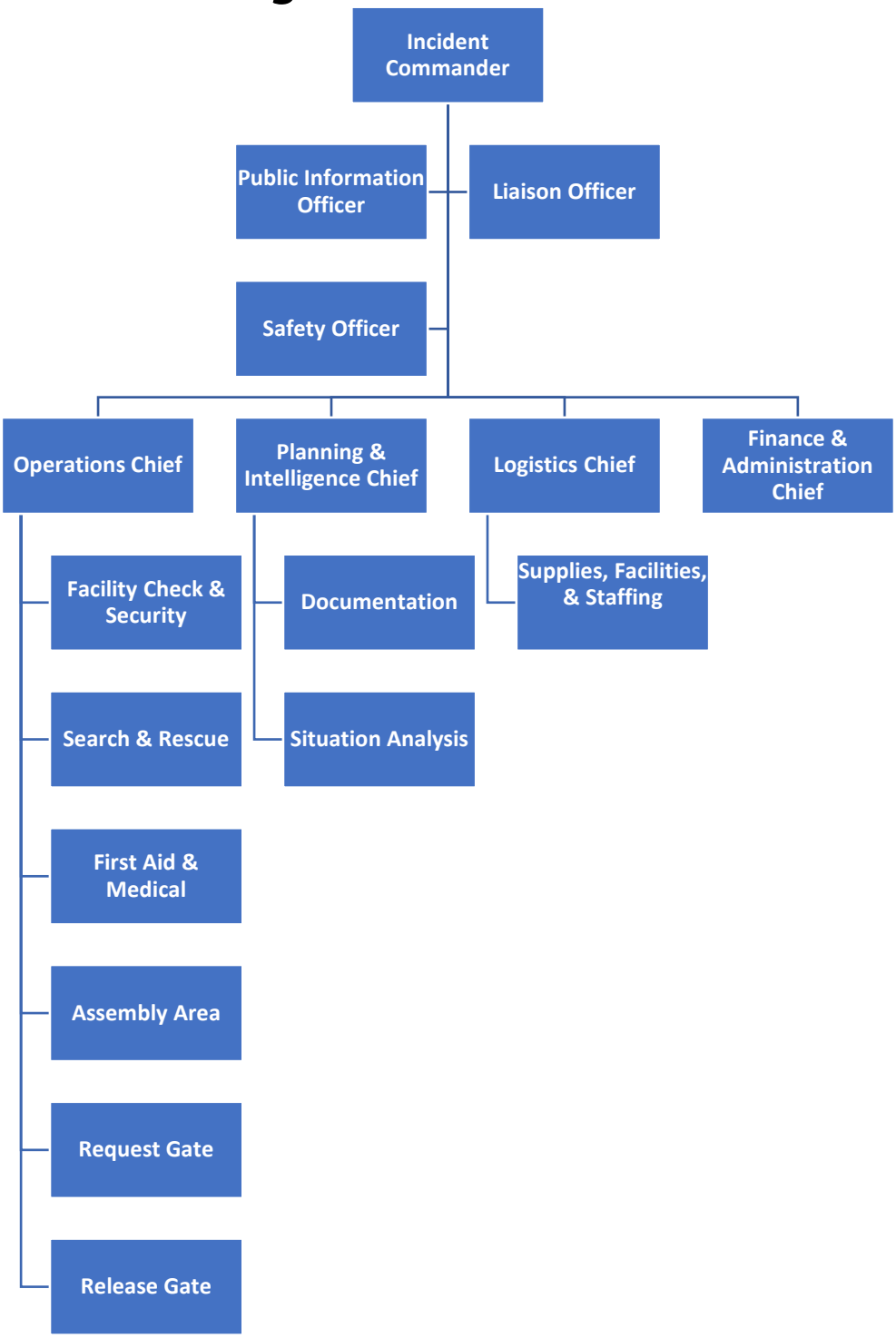
CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.

SECTION FOUR

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Amanda Akle	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Amanda Akle
Tim Tuter	Operations Chief	Allison Fleck
Angela Neri	Facility Check/Security	Allison Fleck
Safety Ambassador by Location	Search & Rescue Team Leader	Allison Fleck
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Allison Fleck
Safety Ambassadors (per location)	Request Point	Allison Fleck
Safety Ambassadors (per location)	Release Point	Allison Fleck
Allison Fleck	Planning Chief / Logistics Chief	Angela Neri
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. **Identification vest**
2. **Two-way campus radio**
3. **Paper and pens/pencils**
4. **Job description clipboard**

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. **Once notified of your assignment, put on your vest.**
2. **Check in with the Incident Commander at the Incident Command Post for a situation briefing.**
3. **Check in with your Chief for details and updates associated with your position.**
4. **Obtain necessary equipment and supplies.**
5. **Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:**
    a. **Messages received**
    b. **Actions taken**
    c. **Decision justifications and documentation**
    d. **Requests filled**
    e. **Document missing staff**

Position Deactivation

1. **At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.**
2. **Return equipment and reusable supplies to Logistics.**

Section: Command
Position: Incident Commander

Responsibility:

The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- ☐ **Crisis Response Boxes**
- ☐ **Emergency Disaster Kit**
- ☐ **Master keys**
- ☐ **Position-Specific forms**
- ☐ **AM/FM radio (battery)**
- ☐ **Command Post Tray (pens, etc.)**
- ☐ **Emergency Plan**
- ☐ **Tables & chairs (if Command Post is outdoors)**
- ☐ **Job Description Clipboards**
- ☐ **Bull horn**
- ☐ **Staff rosters (2 sets)**
- ☐ **Copies of Forms**

Start-Up:

- ☐ **Assess type and scope of emergency.**
- ☐ **Determine threat to human life and structures.**
- ☐ **Implement Emergency Plan and Emergency Procedures.**
- ☐ **Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.**
- ☐ **Activate functions (assign positions) as needed.**
- ☐ **Fill in Incident Command Team Assignment Form as positions are staffed.**
- ☐ **Appoint a backup or alternate Incident Commander in preparation for long-term operations.**

During Event:

- ☐ **Continue to monitor and assess total school situation:**
- ☐ **View location map periodically for Search & Rescue progress and damage assessment information.**
- ☐ **Check with chiefs for periodic updates.**
- ☐ **Reassign personnel as needed.**
- ☐ **Develop and communicate revised incident action plans as needed.**
- ☐ **Authorize release of information.**
- ☐ **Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.**

- ☐ **Plan regular breaks for all staff and volunteers. Take care of your caregivers!**
- ☐ **Release staff as appropriate. By law, during a disaster, the staff will become "Disaster Service Workers."**
- ☐ **Remain on and in charge of your RC until the incident has been resolved.**

After:

- ☐ **Authorize deactivation of sections or units when they are no longer required.**
- ☐ **Deactivate the entire emergency response.**
- ☐ **Ensure that any open actions not yet completed will be taken care of after deactivation.**
- ☐ **Ensure the return of all equipment and reusable supplies to Logistics.**
- ☐ **Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.**
- ☐ **Proclaim termination of the emergency and proceed with recovery operations if necessary.**

Section: Command
Position: Safety Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

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

Special Equipment:

- ☐ Hard hat (if available)

During Event:

- ☐ Monitor drills, exercises, and emergency response activities for safety.
- ☐ Identify and mitigate safety hazards and situations.
- ☐ Stop or modify all unsafe operations.
- ☐ Ensure that responders use appropriate safety equipment.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
- ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command
Position: Public Information Officer

Reports To: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school *as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- ☐ **Battery operated AM/FM radio**
- ☐ **Marking pens**
- ☐ **Scotch tape/masking tape**
- ☐ **Forms:**
  - **Public Information Release Worksheet**
  - **School Accountability Report Card**
- ☐ **Scissors**
- ☐ **School map(s) and area map(s):**
  - **8-1/2 x 11 handouts**
  - **Laminated display**
- ☐ **Tape recorder and tapes**

Start-Up Activities:

- ☐ **Determine a possible "news center" location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.**
- ☐ **Identify yourself as the "Public Information Officer" (vest, visor, sign, etc.)**
- ☐ **Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.**
- ☐ **Advise arriving media that the school is preparing a press release and approximate time of its issue.**
- ☐ **Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.**

During Event:

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

Section: Command
Position: Liaison Officer

Reports to: **Incident Commander**

Staffing Characteristics: **It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.**

Responsibility: **The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.**

During Event:

- ☐ **Brief Agency Representatives on current situation, priorities and incident action plan.**
- ☐ **Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.**
- ☐ **Provide periodic update briefings to Agency Representatives, as necessary.**

Section: Operations
Position: Operations Chief

Reports to: **Incident Commander**

Staffing Characteristics: **The Operations Chief should be a staff member familiar with the school and be trained in response skills.**

Responsibility: **The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.**

Special Equipment:

- ☐ **Search & Rescue equipment**
- ☐ **Maps: See Crisis Response Box**

During Event:

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

Section: Operations
Position: Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: **Building Safety Supervisor or others familiar with the school's facilities.**

Responsibility: **Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.**

Special Equipment:

- ☐ **Hard hat**
- ☐ **Work gloves**
- ☐ **Whistle**
- ☐ **Master keys**
- ☐ **Bucket or duffel bag with goggles**
- ☐ **Flashlight**
- ☐ **Dust masks**
- ☐ **Yellow caution tape**
- ☐ **Shutoff tools — for gas & water (crescent wrench)**

Start Up Activities:

- ☐ **Check condition and take along appropriate tools.**

During Event:

- ☐ **As you do the following, observe the campus and report any damage to the Command Post.***
- ☐ **Lock or open gates and major external doors appropriate for the situation.**
- ☐ **Locate/control/extinguish small fires as necessary.**
- ☐ **Check gas meter and, *if gas is leaking,* shut down gas supply.**
- ☐ **Shut down electricity only if building has clear structural damage or advised to do so by Command Post.**
- ☐ **Post yellow caution tape around damaged or hazardous areas.**
- ☐ **Verify that campus is "locked down" and report same to Incident Command Post.**
- ☐ **Advise Incident Command Post of all actions taken for information and proper logging.**
- ☐ **Be sure that the entire campus has been checked for safety hazards and damage.**
- ☐ **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.**

- ☐ **Direct traffic of vehicles of parents, public safety, and media as appropriate.**

Section: Operations
Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ You must be wearing sturdy shoes and long sleeves.
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Teams should be assigned based on available manpower.

During Event:

- ☐ Buddy system: Minimum of 2 persons per team.
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - Follow all operational and safety procedures.
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

- ☐ Search & Rescue Team Member Backpack

Start-Up Activities:

- ☐ You must be wearing sturdy shoes and long sleeves.
- ☐ Put batteries in flashlight.
- ☐ First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Teams should be assigned based on available manpower.

During Event:

- ☐ Buddy system: Minimum of 2 persons per team.
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
  - Follow all operational and safety procedures.
- ☐ Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- ☐ When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations
First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: **Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).**

Responsibility: **Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.**

Special Equipment:

- ☐ **Marking pens**
- ☐ **First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides**
- ☐ **Tables & chairs**
- ☐ **Ground cover/tarps**
- ☐ **Forms: Notice of First Aid Care Given Form**
- ☐ **Medical Treatment Victim Log**
- ☐ **Morgue supplies:**
    - **Tags**
    - **Vicks Vapor Rub**
    - **Pens/Pencils**
    - **Plastic tarps**
    - **Plastic trash bags**
    - **Stapler**
    - **Duct tape**
    - **2" cloth tape**

Start-Up Activities:

- ☐ **Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.**
- ☐ **Request assistance from the Crisis Response Team for psychological staff and student needs**
- ☐ **Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.**
- ☐ **Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.**
- ☐ **Assess available inventory of supplies & equipment.**
- ☐ **Review safety procedures and assignments with personnel.**
- ☐ **Establish point of entry ("triage") into treatment area.**
- ☐ **Establish "immediate" and "delayed" treatment areas.**

- ☐ **Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.**
- ☐ **Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:**
- ☐ **If directed, set up morgue area. Verify:**
  - **Tile, concrete, or other cool floor surface**
  - **Accessible to Coroner's vehicle**
  - **Remote from assembly area**
  - **Security: keep unauthorized persons out of morgue.**
  - **Maintain respectful attitude.**

During Event:

- ☐ **Oversee care, treatment, and assessment of patients**
- ☐ **Ensure caregiver and rescuer safety**
  - **Latex gloves for protection from body fluids; replace with new gloves for each new patient.**
- ☐ **Make sure that accurate records are kept.**
- ☐ **Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.**
- ☐ **If needed, request additional personnel from Logistics.**
- ☐ **Brief newly assigned personnel.**
- ☐ **Report deaths immediately to Operations Chief.**
  - **After pronouncement or determination of death:**
  - ***Do not* move the body until directed by Command Post.**
  - ***Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.***
  - **As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.**
  - **Keep accurate records and make available to law enforcement and/or the Coroner when requested.**
  - **Write the following information on two tags:**
    - **Date and time found.**
    - **Exact location where found.**
    - **Name of decedent, if known.**
    - **If identified—how, when, by whom.**
    - **Name of person filling out tag.**
    - **Attach one tag to body.**
    - **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.**
- ☐ **Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.**
- ☐ **Keep Operations Chief informed of overall status.**

- ☐ **Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.**
- ☐ **Stay alert for communicable diseases and isolate appropriately.**

After:

- ☐ **Conduct a Critical Incident Stress Debriefing for staff.**

Section: Operations
Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- ☐ First-aid supplies
- ☐ Marking pens
- ☐ Stretchers, blankets, vests (if available)
- ☐ Quick reference medical guides
- ☐ Tables, chairs, ground cover/tarps, medication from health office
- ☐ Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- ☐ Start-Up Activities:
- ☐ Obtain & wear personal safety equipment including latex gloves.
- ☐ Use approved safety equipment and techniques.
- ☐ Check with First Aid & Medical Team Leader for assignment.

During Event:

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

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
- ☐ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- ☐ Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas ("Immediate" & "Delayed")

- ☐ **Staff with minimum of 2 team members per area, if possible.**
- ☐ **One member completes secondary head-to-toe assessment.**
- ☐ **Second member records information on triage tag and treatment records.**
- ☐ **Follow categories: Immediate, Delayed, Dead**

After:

- ☐ **Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.**
- ☐ **Assist in the Critical Incident Stress Debriefing for the staff**

Section: Operations
Position: Assembly Area

Reports to: Operations Chief

Staffing Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- ☐ Ground cover and tarps
- ☐ First aid kit, water, food, sanitation supplies
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
  - Student Accounting Form
  - Notice of First Aid Care Given Form

Start-Up Activities:

- ☐ Request additional personnel, if needed.
- ☐ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the students as they exit, to make sure that all students evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ☐ Administer minor first aid as needed.
- ☐ Support the Release Gate Unit process by releasing students with appropriate paperwork.
- ☐ When necessary, provide water and food to students and staff.
- ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ☐ Make arrangements to provide shelter for students and staff.
- ☐ Arrange activities and keep students reassured.
- ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
- ☐ Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- ☐ Stapler
- ☐ Box(es) of Emergency Cards
- ☐ Signs: Parent Request Gate
- ☐ Empty file boxes to use as out boxes
- ☐ Forms:
  - Student Release Form
  - Volunteer Assignment List

Start-Up Activities:

- ☐ Secure area against unauthorized access. Mark gate with sign.
- ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- ☐ Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ☐ Refer all requests for information to the Public Information Officer. Do not spread rumors!
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- ☐ Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.

- ☐ **If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.**
- ☐ **Runner takes form(s) to the designated resource center.**

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

<u>If student is with class</u>:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**

<u>If student is not with the class</u>:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to the Command Post.**
- ☐ **Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations
Position: Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: **School staff or volunteers**

Responsibility: **Assure proper reunification of student with parent or guardian at the Release Gate.**

Special Equipment:

- ☐ **Stapler**
- ☐ **Signs: Parent Release Gate**
- ☐ **Empty file boxes to use for processed Student Release Forms**

Start-Up Activities:

- ☐ **Secure area against unauthorized access. Mark gate with sign.**
- ☐ **Set up Release Gate away from the Request Gate.**
- ☐ **Assign volunteers to assist, as needed.**

During Event:

- ☐ **Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.**
- ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- ☐ **Runner shows Student Release Form to the teacher**
- ☐ **Teacher marks box, "*Sent with Runner*."**
- ☐ **If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.**
- ☐ **Runner walks student(s) to Release Gate.**
- ☐ **Runner hands paperwork to staff at Release Gate.**
- ☐ **Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.**

If student is not with the class:

- ☐ **Teacher makes appropriate notation on Student Release Form:**
- ☐ ***"Absent"* if student was never in school that day.**
- ☐ ***"First Aid"* if student is in First Aid & Medical Treatment Area.**
- ☐ ***"Missing"* if student was in school but now cannot be located.**
- ☐ **Runner takes Student Release Form to Incident Command Post.**

- ☐ **Incident Command Post verifies student location if known and directs runner accordingly.**
- ☐ **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.**
- ☐ **Parent should be notified of missing student status and escorted to crisis counselor.**
- ☐ **If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.**
- ☐ **If student was marked absent, parent will be notified by staff member.**

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: **Incident Commander**

Staffing Characteristics: **Someone familiar with the school and its occupants**

Responsibility: **Collection, evaluation, documentation, and use of information about the incident.**

Equipment:

- ☐ **File box(es)**
- ☐ **Dry-erase pens and eraser**
- ☐ **Forms:**
  - **Position Log**

During Event:

- ☐ **Assume the duties of all Planning Section positions until staff is available and assigned.**
- ☐ **As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.**
- ☐ **Assist the Incident Commander in writing Incident Action Plan**

Section: Planning & Intelligence
Position: Documentation

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- ☐ File box(es)
- ☐ Forms:
  - Position Log

During:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports.
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
  - *Important:* A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.
- ☐ File all reports for reference.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting Forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and damage to the Incident Command Post.
- ☐ Report first aid needs to First Aid & Medical Team Leader.
- ☐ File forms for reference.
- ☐ Track regular and overtime of all staff.

After:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.

Section: Planning & Intelligence
Position: Situation Analysis

Reports to: Planning Chief

Staffing Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

Special Equipment:

- ☐ Dry-erase pens and eraser
- ☐ File box(es)
- ☐ Map of local area

During:

Situation Status Map:

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

Situation Analysis:

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

Section: Logistics
Position: Logistics Chief

Reports to: **Incident Commander**

Staffing Characteristics: **Administrative skills**

Responsibility: **The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.**

Special Equipment:

- ☐ **Cargo container or other storage facility with all emergency supplies stored.**
- ☐ **Forms:**
  - **Status Report**
  - **Volunteer Assignment List**

Start-Up Activities:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ **Ensure that the Incident Command Post and other facilities are setup as needed.**

During Event:

- ☐ **Coordinate supplies, equipment, and personnel needs with the Incident Commander.**
- ☐ **Maintain security of cargo container, supplies and equipment.**

After:

- ☐ **Secure all equipment and supplies.**

Section: Logistics
Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

- ☐ Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- ☐ Open supplies container or other storage facility if necessary.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- ☐ Review staff roster and begin call-back, as required.

During Event:

- ☐ Maintain security of cargo container, supplies and equipment.
- ☐ Distribute supplies and equipment as needed.
- ☐ Assist team members in locating appropriate supplies and equipment.
- ☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- ☐ Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- ☐ Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special Equipment:

- ☐ None

During:

- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- ☐ Track financial records. Maintains accurate and complete records of purchases.
- ☐ Manage and analyze timekeeping records for emergency responders
- ☐ Determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- ☐ Determine process for tracking purchases.
- ☐ Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- ☐ Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Altus Schools South Bay
RC/Facility Planning Teams
Safety Ambassadors*
2023-2024

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ **Number of students in RC – adhere to student scheduled hours**
- ✓ **Schedule CTR/RCA works hours – ensure there are two staff members when opening and closing the RC**
  Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ **Meet with new resource center staff within 30 days**
- ✓ **Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations**
- ✓ **Keep technology locked and secured**

Instructional Support:

- ✓ **Consistent RC rules among all staff – hats, phones, language use**
- ✓ **Ensure middle school students work together**
- ✓ **Instructional tables labeled by subject area**
- ✓ **Know your student needs – triggers**
- ✓ **Measuring threat levels**
- ✓ **CTR/RCA supporting the learning environment**

Compliance:

- ✓ **Safety Drills are mandated to be performed three days (3) times per year**
- ✓ **Ensure safety supplies are located in designated area and replenished each time a drill is performed**
- ✓ **Confirm that the Emergency Radio works properly (Channel 1)**
- ✓ **Update Resource Center Emergency Exit Plan annually**
- ✓ **Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections**

Resource Center	Safety Ambassador
Bonita Training Center	Vielsy Monteiro
Bonita	Fernando Perez Pria
Heritage Plaza (Otay Ranch)	Matt Hoss
Plaza Bonita	Fernando Perez Pria
Sommerset (Chula Vista)	Charlyn Kelly