

Audeo Charter School

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

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member, Cristina Stevens - Member

BOARD OF DIRECTORS MEETING

Wednesday, December 7, 2022, 1:00 p.m.

Via Video Conference 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 Street, 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/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <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 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

1.4 Establishment of Quorum

1.5 Pledge of Allegiance

1.6 Approval of Agenda [P.1-4](#)

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., 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)
- 3.2.2 Conference with Labor Negotiators
Agency Designated Representative: Greg Haggart
Unrepresented Employee: Founder, President, and Chief Executive Officer
- 3.2.3 Conference with Labor Negotiators
Agency Designated Representative: Greg Haggart
Unrepresented Employee: Chief Business Officer, Chief Financial Officer/Treasurer, and Founding Director

4.0 RETURN TO OPEN SESSION

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

5.0 ADMINISTRATIVE ITEMS

- 5.1 Consider Approval of Resolution Regarding Executive Compensation for Founder, President, and Chief Executive Officer
- 5.2 Review of Comparable Compensation Data for CEOs/Superintendents/Executive Directors
- 5.3 Oral Report of Executive Compensation Paid to the Founder, President, and Chief Executive Officer
- 5.4 Consider Approval of Employment Agreement for the Founder, President, and Chief Executive Officer
- 5.5 Consider Approval of Resolution Regarding Executive Compensation for Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.6 Review of Comparable Compensation Data for Charter School CBOs/CFOs/Business Managers
- 5.7 Oral Report of Executive Compensation Paid to the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.8 Consider Approval of Employment Agreement for the Chief Business Officer, Chief Financial Officer/Treasurer and Founding Director
- 5.9 Consider Ratification of Terms of Lease Renewal for APN # 586-271-30-00
- 5.10 President's Report
 - 5.10.1 Parent Square Presentation by Elizabeth Short
 - 5.10.2 Internal Communications
 - 5.10.3 Manager Training
 - 5.10.4 Conferences: California Charter Schools Association (CCSA), Charter Schools Development Center (CSDC), and Baldrige
- 5.11 Strategic Plan Update
 - 5.11.1 Audeo Charter School II [P.5-7](#)
 - 5.11.1.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022

- 5.11.2 Audeo Charter School III [P.8-10](#)
 - 5.11.2.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022
- 5.11.3 Audeo Valley Charter School [P.11-13](#)
 - 5.11.3.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022
- 5.11.4 Grossmont Secondary School [P.14-16](#)
 - 5.11.4.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022
- 5.11.5 Mirus Secondary School [P.17-19](#)
 - 5.11.5.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022
- 5.11.6 Sweetwater Secondary School [P.20-22](#)
 - 5.11.6.1 School Participation Report for the period of 2022-2023
Months 1-3: 07/01/2022 – 09/16/2022

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 President recommends approval of all consent agenda items.

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

- 6.1.1 Consider Approval of Meeting Minutes for September 6, 2022, October 3, 2022, October 17, 2022 [P.23-30](#)
- 6.1.2 Consider Approval of Suspension and Expulsion Policy 3110 Amendment [P. 31-50](#)
- 6.1.3 Consider Approval of the Comprehensive School Safety Plan 2022-2023
 - 6.1.3.1 Audeo Charter School II [P.51-190](#)
 - 6.1.3.2 Audeo Charter School III [P.191-331](#)
 - 6.1.3.3 Audeo Valley Charter School [P.332-476](#)
 - 6.1.3.4 Grossmont Secondary School [P.477-623](#)
 - 6.1.3.5 Mirus Secondary School [P.624-720](#)
 - 6.1.3.6 Sweetwater Secondary School [P.721-870](#)

7.0 ACTION ITEMS

7.1 Action Items for Audeo Charter School II

- 7.1.1 Consider Approval of the First Interim Report 2022-2023 [P.871-879](#)
- 7.1.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.880-892](#)

7.2 Action Items for Audeo Charter School III

- 7.2.1 Consider Approval of the First Interim Report 2022-2023 [P.893-895](#)
- 7.2.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.896-908](#)

7.3 Action Items for Audeo Valley Charter School

- 7.3.1 Consider Approval of the First Interim Report 2022-2023 [P.909-914](#)
- 7.3.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.915-925](#)

7.4 Action Items for Grossmont Secondary School

- 7.4.1 Consider Approval of the First Interim Report 2022-2023 [P.926-928](#)
- 7.4.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.929-939](#)

7.5 Action Items for Mirus Secondary School

- 7.5.1 Consider Approval of the First Interim Report 2022-2023 [P.940-958](#)
- 7.5.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.959-969](#)

7.6 Action Items for Sweetwater Secondary School

- 7.6.1 Consider Approval of the First Interim Report 2022-2023 [P.970-972](#)
- 7.6.2 Review the Revised Preliminary Operational Budget Assumptions FY 2022-2023 and Consider Approval of Revised Preliminary Operational Budget FY 2022-2023 [P.973-983](#)

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.

9.0 ADJOURNMENT

Next Regular Board Meeting: March 1, 2023, 1:00 p.m.

Meeting Agenda available at:

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

Accommodation –Audeo Charter School Non-Profit Board does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Angela Neri, 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 Angela Neri at (858) 678-2045 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 Angela Neri at (858) 678-2045 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 Hayley Beaupre at (858) 678 -3908.

Certification of Posting

I, Angela Neri, hereby certify that I posted this agenda at all Resource Centers and Offices noted above and on the Audeo Charter School II, Audeo Charter School III, Audeo Valley Charter School, Grossmont Secondary School, Mirus Secondary School, and Sweetwater Secondary School webpage on December 2, 2022.



Participation Report: All Students

Month 1: 07/01/2022 to 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	361	90.6%	90.6%	93.9%	93.9%
Totals July 2022	400	351	78.2%	78.2%	92.1%	92.1%
Difference	-40	10	12.4%	12.4%	1.8%	1.8%

**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	NC	NC1		40	39	89.8%	89.8%	96.3%	96.3%
SD	NC	NC2		40	37	78.5%	78.5%	92.2%	92.2%
SD	NC	NC3		40	40	92.5%	92.5%	92.5%	92.5%
SD	NC	NC4		40	34	75.3%	75.3%	97.2%	97.2%
SD	NC	NC6		40	42	104.8%	104.8%	100.0%	100.0%
SD	SC	SC1		40	43	96.2%	96.2%	92.8%	92.8%
SD	SC	SC2		40	42	96.8%	96.8%	94.5%	94.5%
SD	SC	SC4		40	41	87.8%	87.8%	85.8%	85.8%
SD	VT	VT2		40	43	93.5%	93.5%	94.4%	94.4%



Participation Report: All Students

Month 2: 07/25/2022 to 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	360	318	57.1%	71.4%	93.9%	93.9%
Totals July/August 2022	400	340	59.2%	67.6%	93.7%	92.9%
Difference	-40	-22	-2.1%	3.8%	0.2%	1.0%

*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	73.1%	80.3%	96.2%	96.2%
SD	NC	NC2		40	34	63.5%	69.9%	93.7%	93.0%
SD	NC	NC3		40	35	71.1%	80.3%	92.7%	92.6%
SD	NC	NC4		40	29	60.5%	66.9%	97.8%	97.5%
SD	NC	NC6		40	34	34.1%	64.4%	100.0%	100.0%
SD	SC	SC1		40	42	66.0%	78.9%	85.6%	89.2%
SD	SC	SC2		40	36	63.6%	77.9%	95.1%	94.8%
SD	SC	SC4		40	32	32.0%	55.9%	95.5%	88.8%
SD	VT	VT2		40	37	49.8%	68.5%	93.9%	94.2%



Participation Report: All Students

Month 3: 08/22/2022 to 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	179	54.3%	66.4%	92.3%	93.5%
Totals August/September 2022	320	182	46.4%	67.2%	89.8%	92.2%
Difference	-40	-3	8.0%	-0.7%	0.2%	1.3%

*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	25	45.3%	68.4%	87.9%	94.2%
SD	NC	NC2		40	27	53.1%	64.2%	86.4%	91.0%
SD	NC	NC3		40	28	64.3%	74.9%	94.5%	93.1%
SD	NC	NC4		40	26	60.6%	64.7%	96.2%	97.1%
SD	SC	SC1		40	31	66.3%	74.6%	89.5%	89.3%
SD	SC	SC2		40	28	65.0%	73.5%	96.5%	95.3%
SD	VT	VT2		40	14	25.7%	54.0%	96.9%	94.6%

Participation Report: All Students

Month 1: 07/01/2022 - 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	158	90.1%	90.1%	93.3%	93.3%
Totals July 2022	160	142	70.5%	70.5%	88.5%	88.5%
Difference	0	16	19.5%	19.5%	4.8%	4.8%

**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	38	80.0%	80.0%	84.5%	84.5%
SD	ES	ES2		40	40	96.3%	96.3%	98.3%	98.3%
SD	ES	ES3		40	38	90.5%	90.5%	98.2%	98.2%
SD	ES	ES4		40	42	93.5%	93.5%	92.3%	92.3%

Participation Report: All Students
Month 2: 07/25/2022 - 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	139	62.3%	74.2%	92.5%	92.9%
Totals July/August 2022	160	131	60.7%	73.2%	86.7%	87.6%
Difference	0	8	1.6%	1.0%	5.8%	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	ES	ES1		40	40	73.8%	76.4%	87.4%	86.1%
SD	ES	ES2		40	29	54.1%	72.2%	93.1%	96.0%
SD	ES	ES3		40	35	59.4%	72.7%	97.9%	98.1%
SD	ES	ES4		40	35	62.0%	75.5%	93.4%	92.8%

Participation Report: All Students
Month 3: 08/22/2022 - 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	160	105	56.5%	68.2%	91.0%	92.4%
Totals August/September 2022	160	103	51.9%	80.0%	86.2%	87.2%
Difference	0	2	4.5%	-11.8%	4.8%	5.2%

*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
SD	ES	ES1		40	32	67.4%	73.3%	86.9%	86.3%
SD	ES	ES2		40	23	49.4%	64.5%	94.4%	95.6%
SD	ES	ES3		40	26	58.9%	68.0%	95.9%	97.4%
SD	ES	ES4		40	24	50.3%	66.9%	88.1%	91.5%



Participation Report: All Students
Month 1: 07/1/2022 to 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	248	82.8%	82.8%	94.5%	94.5%
Totals July 2021	260	203	73.1%	73.1%	95.7%	95.7%
Variance:	20	45	9.7%	9.7%	-1.2%	-1.2%

**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
RV	MR	MR1		40	40	95.5%	95.5%	96.6%	96.6%
RV	MR	MR2		40	37	81.8%	81.8%	90.1%	90.1%
RV	MR	MR3		40	33	79.2%	79.2%	97.3%	97.3%
RV	MR	MR4		40	36	75.0%	75.0%	84.6%	84.6%
RV	MR	MR5		40	37	90.8%	90.8%	99.5%	99.5%
RV	MR	MR6		40	34	84.5%	84.5%	99.4%	99.4%
RV	MR	MR7		40	31	72.7%	72.7%	94.4%	94.4%



Participation Report: All Students
Month 2: 07/25/2022 to 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	270	92.7%	87.1%	94.9%	94.8%
Totals July/August 2021	200	206	89.4%	79.9%	92.2%	93.8%
Variance:	40	64	3.3%	7.2%	2.7%	0.9%

**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
RV	MR	MR1		40	48	102.6%	99.6%	97.7%	97.3%
RV	MR	MR2		40	48	91.3%	87.2%	90.8%	90.5%
RV	MR	MR3		40	41	87.4%	83.9%	97.9%	97.7%
RV	MR	MR5		40	47	101.1%	96.7%	95.6%	97.1%
RV	MR	MR6		40	38	81.3%	82.6%	94.2%	96.4%
RV	MR	MR7		40	48	92.6%	84.1%	93.3%	93.7%



Participation Report: All Students
Month 3: 08/22/2022 to 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	240	234	87.5%	87.2%	91.7%	93.7%
Totals August/September 2021	240	229	82.1%	103.7%	92.9%	93.5%
Variance:	0	5	5.5%	-16.5%	-1.2%	0.2%

**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
RV	MR	MR1		40	40	96.4%	98.5%	96.4%	97.0%
RV	MR	MR2		40	41	91.0%	88.5%	90.0%	90.3%
RV	MR	MR3		40	39	86.8%	84.9%	91.6%	95.5%
RV	MR	MR5		40	38	88.1%	93.8%	94.8%	96.4%
RV	MR	MR6		40	36	74.6%	79.9%	87.9%	93.5%
RV	MR	MR7		40	40	88.5%	85.6%	89.1%	92.0%



Participation Report: All Students

Month 1: 07/1/2022 to 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	303	81.5%	81.5%	87.8%	87.8%
Totals July 2021	400	375	80.7%	80.7%	89.7%	89.7%
Difference	-80	-72	0.8%	0.8%	-1.9%	-1.9%

*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	36	77.2%	77.2%	85.7%	85.7%
SD	EC	EC2		40	34	74.2%	74.2%	90.6%	90.6%
SD	EC	EC3		40	40	84.5%	84.5%	85.4%	85.4%
SD	EC	EC4		40	35	74.8%	74.8%	86.5%	86.5%
SD	LM	LM1		40	39	84.7%	84.7%	89.6%	89.6%
SD	LM	LM2		40	43	91.7%	91.7%	88.7%	88.7%
SD	PV	PV1		40	40	88.7%	88.7%	89.9%	89.9%
SD	PV	PV2		40	36	76.3%	76.3%	85.6%	85.6%



Participation Report: All Students

Month 2: 07/25/2022 to 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	302	71.7%	75.9%	87.1%	87.4%
Totals July/August 2021	400	350	70.5%	75.0%	89.1%	89.3%
Difference	-80	-48	1.2%	0.9%	-2.0%	-2.0%

*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	34	70.1%	73.1%	86.7%	86.3%
SD	EC	EC2		40	36	67.6%	70.4%	91.9%	91.3%
SD	EC	EC3		40	40	74.5%	78.8%	84.5%	84.9%
SD	EC	EC4		40	39	70.8%	72.5%	84.5%	85.4%
SD	LM	LM1		40	38	71.4%	77.1%	87.7%	88.6%
SD	LM	LM2		40	42	73.1%	81.1%	86.9%	87.8%
SD	PV	PV1		40	38	76.0%	81.4%	87.0%	88.3%
SD	PV	PV2		40	35	69.8%	72.6%	88.2%	87.0%



Participation Report: All Students

Month 3: 08/22/2022 to 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	262	67.3%	73.0%	89.2%	88.0%
Totals August/September 2021	400	288	59.8%	70.0%	89.0%	89.2%
Difference	-80	-26	7.5%	3.0%	0.2%	-1.3%

*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	EC	EC1		40	31	63.2%	69.8%	85.8%	86.1%
SD	EC	EC2		40	30	58.6%	66.4%	88.3%	90.4%
SD	EC	EC3		40	38	79.4%	79.0%	87.6%	85.8%
SD	EC	EC4		40	34	73.3%	72.8%	90.4%	87.0%
SD	LM	LM1		40	31	61.9%	71.9%	89.0%	88.7%
SD	LM	LM2		40	30	62.4%	74.7%	90.2%	88.4%
SD	PV	PV1		40	38	79.4%	80.8%	94.5%	90.3%
SD	PV	PV2		40	30	60.1%	68.3%	87.5%	87.1%



Participation Report: All Students

Month 1: 07/01/2022 - 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	440	436	83.0%	83.0%	86.1%	86.1%
Totals July 2021	520	527	85.5%	85.5%	86.6%	86.6%
Difference	-80	-91	-2.6%	-2.6%	-0.5%	-0.5%

**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
SB	MS	MS1		40	45	100.0%	100.0%	90.4%	90.4%
SB	MS	MS2		40	38	78.7%	78.7%	85.0%	85.0%
SB	MS	MS3		40	42	92.8%	92.8%	88.8%	88.8%
RV	PD	PD1		40	33	69.7%	69.7%	84.4%	84.4%
RV	PD	PD2		40	37	85.3%	85.3%	93.6%	93.6%
RV	PD	PD3		40	35	72.8%	72.8%	84.2%	84.2%
RV	PD	PD4		40	40	75.8%	75.8%	86.2%	86.2%
SB	TZ	TZ2		40	43	84.7%	84.7%	80.9%	80.9%
SB	TZ	TZ4		40	38	69.7%	69.7%	74.9%	74.9%
SB	TZ	TZ5		40	43	99.5%	99.5%	92.6%	92.6%
SB	TZ	TZ6		40	42	83.5%	83.5%	84.3%	84.3%



Participation Report: All Students

Month 2: 07/25/2022 - 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	320	329	75.6%	79.3%	87.7%	86.7%
Totals July/August 2021	440	353	59.2%	74.1%	85.2%	86.0%
Difference	-120	-24	16.4%	5.3%	2.4%	0.7%

**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	44	79.7%	89.5%	88.5%	89.5%
SB	MS	MS2		40	40	80.9%	79.8%	90.1%	87.6%
RV	PD	PD1		40	53	89.4%	79.8%	84.7%	84.6%
RV	PD	PD2		40	53	105.2%	95.6%	84.9%	88.4%
SB	TZ	TZ2		40	47	87.0%	85.9%	87.4%	84.2%
SB	TZ	TZ4		40	12	15.2%	41.5%	90.7%	77.4%
SB	TZ	TZ5		40	46	85.8%	92.4%	94.0%	93.2%
SB	TZ	TZ6		40	34	61.6%	72.2%	84.2%	84.3%



Participation Report: All Students
Month 3: 08/22/2022 - 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	280	288	84.5%	80.8%	87.9%	87.0%
Totals August/September 2021	360	312	72.0%	71.7%	87.6%	86.4%
Difference	-80	-24	12.5%	9.1%	0.3%	0.6%

**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	37	75.5%	84.9%	88.0%	89.1%
SB	MS	MS2		40	39	82.7%	80.8%	87.2%	87.5%
RV	PD	PD1		40	49	99.5%	86.3%	87.3%	85.6%
RV	PD	PD2		40	46	88.3%	93.2%	85.9%	87.6%
SB	TZ	TZ1		40	40	87.5%	86.4%	87.5%	85.3%
SB	TZ	TZ3		40	39	78.3%	87.8%	90.7%	92.5%
SB	TZ	TZ4		40	38	79.3%	74.5%	89.1%	85.9%



Participation Report: All Students

Month 1: 07/1/2022 to 07/22/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	361	81.0%	81.0%	91.9%	91.9%
Totals July 2021	400	370	80.8%	80.8%	90.7%	90.7%
Difference	0	-9	0.2%	0.2%	1.2%	1.2%

*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
SD	BT	BT1		40	32	71.3%	71.3%	93.4%	93.4%
SD	CV	CV1		40	38	89.3%	89.3%	94.0%	94.0%
SD	CV	CV2		40	36	86.5%	86.5%	98.3%	98.3%
SD	CV	CV3		40	36	82.7%	82.7%	94.3%	94.3%
SD	OR	OR1		40	40	87.3%	87.3%	90.2%	90.2%
SD	OR	OR2		40	37	73.5%	73.5%	85.0%	85.0%
SD	PLB	PLB1		40	39	89.2%	89.2%	93.0%	93.0%
SD	PLB	PLB2		40	36	81.0%	81.0%	91.5%	91.5%
SD	PLB	PLB3		40	33	73.7%	73.7%	90.8%	90.8%
SD	PLB	PLB4		40	34	75.0%	75.0%	88.2%	88.2%



Participation Report: All Students
Month 2: 07/25/2022 to 08/19/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	367	78.2%	79.4%	92.7%	92.3%
Totals July/August 2021	400	357	74.1%	77.0%	90.8%	90.8%
Difference	0	10	4.1%	2.3%	1.8%	1.6%

**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	BT	BT1		40	30	58.1%	63.8%	92.8%	93.1%
SD	CV	CV1		40	38	82.9%	85.6%	96.9%	95.6%
SD	CV	CV2		40	40	88.5%	87.6%	99.4%	99.0%
SD	CV	CV3		40	37	82.6%	82.6%	95.7%	95.1%
SD	OR	OR1		40	40	87.5%	87.4%	90.3%	90.3%
SD	OR	OR2		40	42	79.5%	76.9%	85.8%	85.5%
SD	PLB	PLB1		40	39	85.5%	87.1%	93.3%	93.2%
SD	PLB	PLB2		40	35	79.1%	79.9%	92.7%	92.2%
SD	PLB	PLB3		40	34	71.4%	72.4%	91.9%	91.4%
SD	PLB	PLB4		40	32	67.0%	70.4%	87.7%	88.0%



Participation Report: All Students
Month 3: 08/22/2022 to 09/16/2022

POC: Participation on Capacity

POE: Participation on Enrollment

	Capacity	Total Served*	POC	Cumulative POC	POE	Cumulative POE
Schoolwide Totals:	400	369	80.6%	79.8%	92.1%	92.3%
Totals August/September 2021	400	313	67.7%	73.9%	89.7%	90.4%
Difference	0	56	12.9%	5.9%	2.4%	1.8%

**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	BT	BT1		40	33	59.3%	62.3%	84.1%	90.0%
SD	CV	CV1		40	36	77.1%	82.7%	93.6%	95.0%
SD	CV	CV2		40	37	87.5%	87.6%	95.2%	97.6%
SD	CV	CV3		40	39	88.1%	84.5%	92.0%	94.0%
SD	OR	OR1		40	39	91.8%	88.9%	95.1%	91.9%
SD	OR	OR2		40	39	82.6%	78.9%	85.5%	85.5%
SD	PLB	PLB1		40	42	95.0%	89.8%	96.2%	94.3%
SD	PLB	PLB2		40	36	79.2%	79.7%	98.6%	94.3%
SD	PLB	PLB3		40	37	75.4%	73.4%	88.3%	90.3%
SD	PLB	PLB4		40	31	70.0%	70.3%	91.1%	89.0%

Audeo Charter School

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

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member, Cristina Stevens - Member

SPECIAL BOARD OF DIRECTORS MEETING MINUTES

Tuesday, September 6, 2022, 10:00 a.m.

Via Video Conference 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/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 10:01 a.m.

1.2 Roll Call

Members present at the meeting were Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

Also in attendance: Lynne Alipio, Mary Bixby, Angela Neri, and Tim Tuter.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Barreiro and seconded by Myers to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting:
Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

It was moved by Barreiro and seconded by Stevens.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Barreiro and seconded by Myers to Approve the Agenda.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

If you would like to participate in public comment, please complete a speaker card and submit it to Staff. Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. 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 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 President recommends approval of all consent agenda items.

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

3.1.1 Approval of Meeting Minutes for August 31, 2022

3.1.2 Approval of Education for Homeless Children and Youth Policy 1750 Amendments

3.1.3 Approval of Education for Foster and Mobile Youth Policy 1752 Amendments

It was moved by Barreiro and seconded by Stevens to Approve the Consent Agenda Items 3.1.1- 3.1.3.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.0 ACTION ITEMS

4.1 Action Items for Audeo Charter School II

4.1.1 Approval of the Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Myers to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.2 Action Items for Audeo Charter School III

4.2.1 Approval of Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Stevens to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.3 Action Items for Audeo Valley Charter School

4.3.1 Approval of the Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Myers to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.4 Action Items for Grossmont Secondary School

4.4.1 Approval of the Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Stevens to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.5 Action Items for Mirus Secondary School

4.5.1 Approval of the Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Myers to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.5.2 Approval of the Salary Schedule Effective September 1, 2022, for the Following Positions

4.5.2.1 Teacher

4.5.2.2 Compliance Specialist/Registrar

It was moved by Barreiro and seconded by Stevens to Approve the Salary Schedule Effective September 1, 2022, for the Following Positions agenda items 4.5.2.1 – 4.5.2.2.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

4.6 Action Items for Sweetwater Secondary School

4.6.1 Approval of the Unaudited Actuals for FY July 1, 2021 – June 30, 2022

It was moved by Barreiro and seconded by Myers to Approve the Unaudited Actuals for FY July 1, 2021 – June 30, 2022.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

5.0 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 thanked the Board for their time to attend the Special Board Meeting.

Bixby reminded the Board Members that we will set up a Resource Center tour in October for our Student Services Center staff. The Board Members are welcome to join.

6.0 ADJOURNMENT

It was moved by Barreiro and seconded by Stevens to adjourn the meeting at 10:22 a.m.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

Audeo Charter School

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

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member, Cristina Stevens - Member

BOARD OF DIRECTORS WORKSHOP/TRAINING MINUTES

Monday, October 3, 2022, 1:00 p.m.

Via Video Conference

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/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 1:02 p.m.

1.2 Roll Call

Members present at the meeting were Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

Also in attendance: Lynne Alipio, Hayley Beaupre, Mary Bixby, Alex Carrillo, Allison, Fleck, Sharnita Moore, Angela Neri, and Tim Tuter.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Barreiro and seconded by Myers to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting: Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

It was moved by Barreiro and seconded by Stevens.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Barreiro and seconded by Myers to Approve the Agenda.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., Board (non-agenda) shall be no longer than two (2) minutes. Speakers may not yield their time. In accordance with the Brown Act, no discussion or action may occur regarding items that are not on the agenda at this time but it is the Board's prerogative to briefly respond or give direction to staff. All public comment will be heard at this point in the agenda as ordered below. Public comment for agenda items shall be no longer than three (3) minutes. Speakers may not yield their time. 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 BOARD WORKSHOP/TRAINING

3.1 Young, Minney & Corr Law Firm will provide training to the Board regarding Professional Development Training Including Best Practices in Charter Schools Board Management, Updates on The Charter Schools Act and a Review of Corporate Practices, Fiduciary Duties and Fiscal Oversight, the Brown Act and Conflict of Interest Laws

Paul Minney and Kaela Haydu from Young, Minney & Corr Law Firm provided Part I of the training to the Board Members regarding the Brown Act, Conflict of Interest Law, Public Records Act, Government Code Section 1090, Compliance with SB126 and the Governor's Executive Order N-29-20/N-15-21.

4.0 ADJOURNMENT

It was moved by Barreiro and seconded by Stevens to adjourn the meeting at 2:58 p.m.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

Audeo Charter School

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GROSSMONT SECONDARY SCHOOL • MIRUS SECONDARY SCHOOL • SWEETWATER SECONDARY SCHOOL

(A California Non-Profit Public Benefit Corporation)

Gregg Haggart – Chairman

Laura Barreiro - Member, Wayland Myers – Member, Cristina Stevens - Member

BOARD OF DIRECTORS WORKSHOP/TRAINING MINUTES

Monday, October 17, 2022, 1:00 p.m.

Via Video Conference

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/>

GSS: <https://grossmontsecondarycharter.com/board-and-governance/>

Mirus: <https://miruscharter.com/board-of-directors/>

SSS: <https://sweetwatersecondarycharter.com/board-and-governance/>

1.0 OPEN SESSION

1.1 Call to Order

Haggart called the meeting to order at 1:01 p.m.

1.2 Roll Call

Members present at the meeting were Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

Also in attendance: Lynne Alipio, Mary Bixby, Alex Carrillo, Allison, Fleck, Jim Herr, Sharnita Moore, Angela Neri, and Tim Tuter.

1.3 Consideration and Approval of Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1)

The Audeo Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

It was moved by Barreiro and seconded by Myers to Approve the Adoption of the Board Findings Pursuant to Government Code Section 54953(e)(1).

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.4 Establishment of Quorum

The following directors, constituting a quorum of the Board were present at the meeting: Laura Barreiro, Gregg Haggart, Wayland Myers, and Cristina Stevens.

It was moved by Barreiro and seconded by Stevens.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

1.5 Pledge of Allegiance

Haggart led all in the Pledge of Allegiance.

1.6 Approval of Agenda

It was moved by Barreiro and seconded by Myers to Approve the Agenda.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

2.0 PUBLIC COMMENT

Public comment for items of interest to the public and within the scope of the Audeo Charter School, Inc., 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 BOARD WORKSHOP/TRAINING

3.1 Young, Minney & Corr Law Firm will provide training to the Board regarding Professional Development Training Including Best Practices in Charter Schools Board Management, Updates on The Charter Schools Act and a Review of Corporate Practices, Fiduciary Duties and Fiscal Oversight, the Brown Act and Conflict of Interest Laws

Paul Minney and Kaela Haydu from Young, Minney & Corr Law Firm provided Part II of the training to the Board Members regarding the Brown Act, Conflict of Interest Law, Public Records Act, Government Code Section 1090, Compliance with SB126 and the Governor’s Executive Order N-29-20/N-15-21.

4.0 ADJOURNMENT

It was moved by Barreiro and seconded by Myers to adjourn the meeting at 3:08 p.m.

Ayes – 4, Nays – 0, Absent – 0, Abstain – 0, Motion Approved.

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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, ~~Grossmont Secondary School~~ (hereinafter collectively referred to as “Charter School”).

In adopting this policy, Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an

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

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction

or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five calendar days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the

hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school

environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student

conduct, 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:

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

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2022-2023

AudeoII
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 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

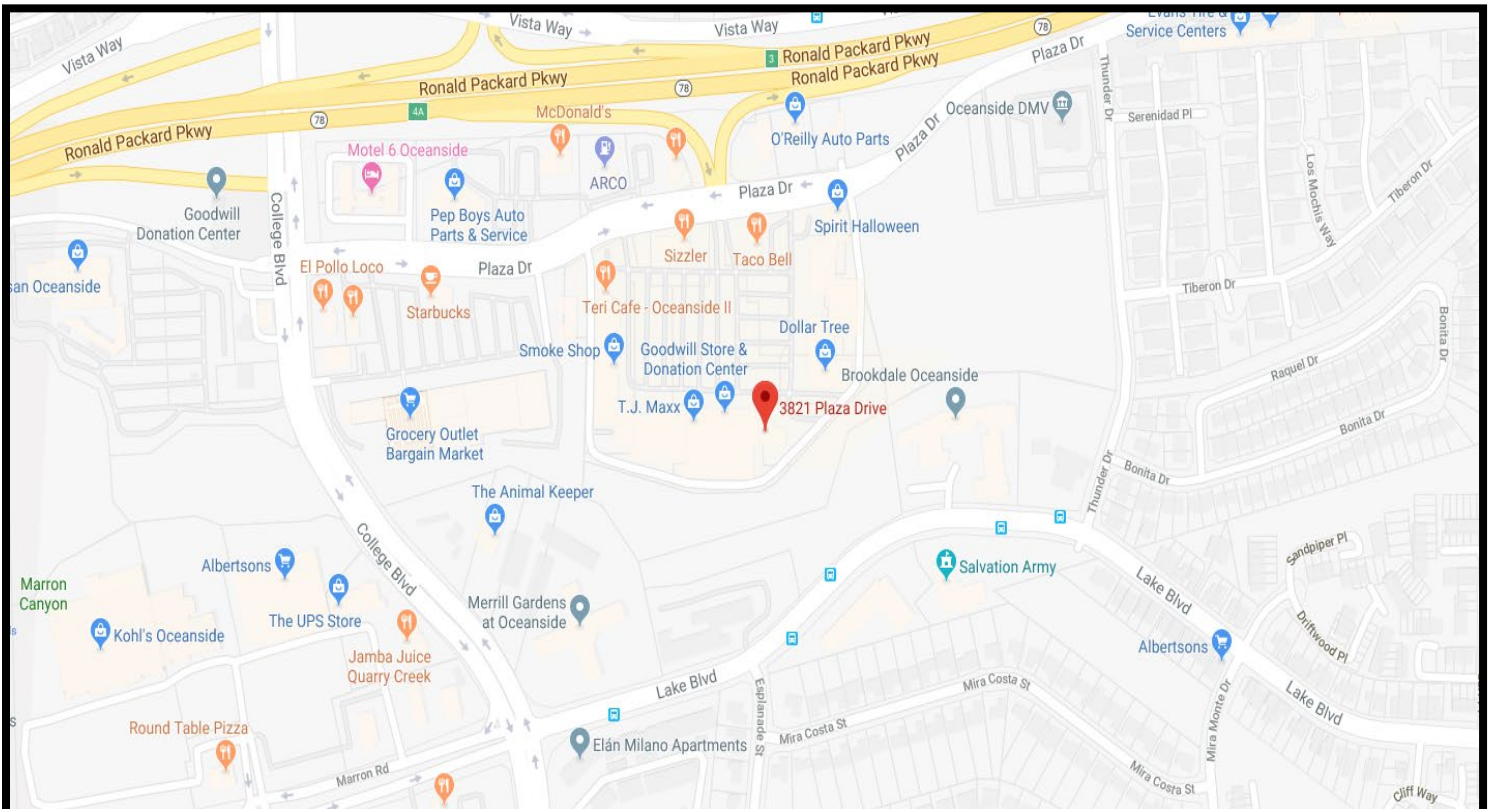
Location

Resource Center (RC)/Office Name: North Carlsbad/ Carlsbad Administrative Office

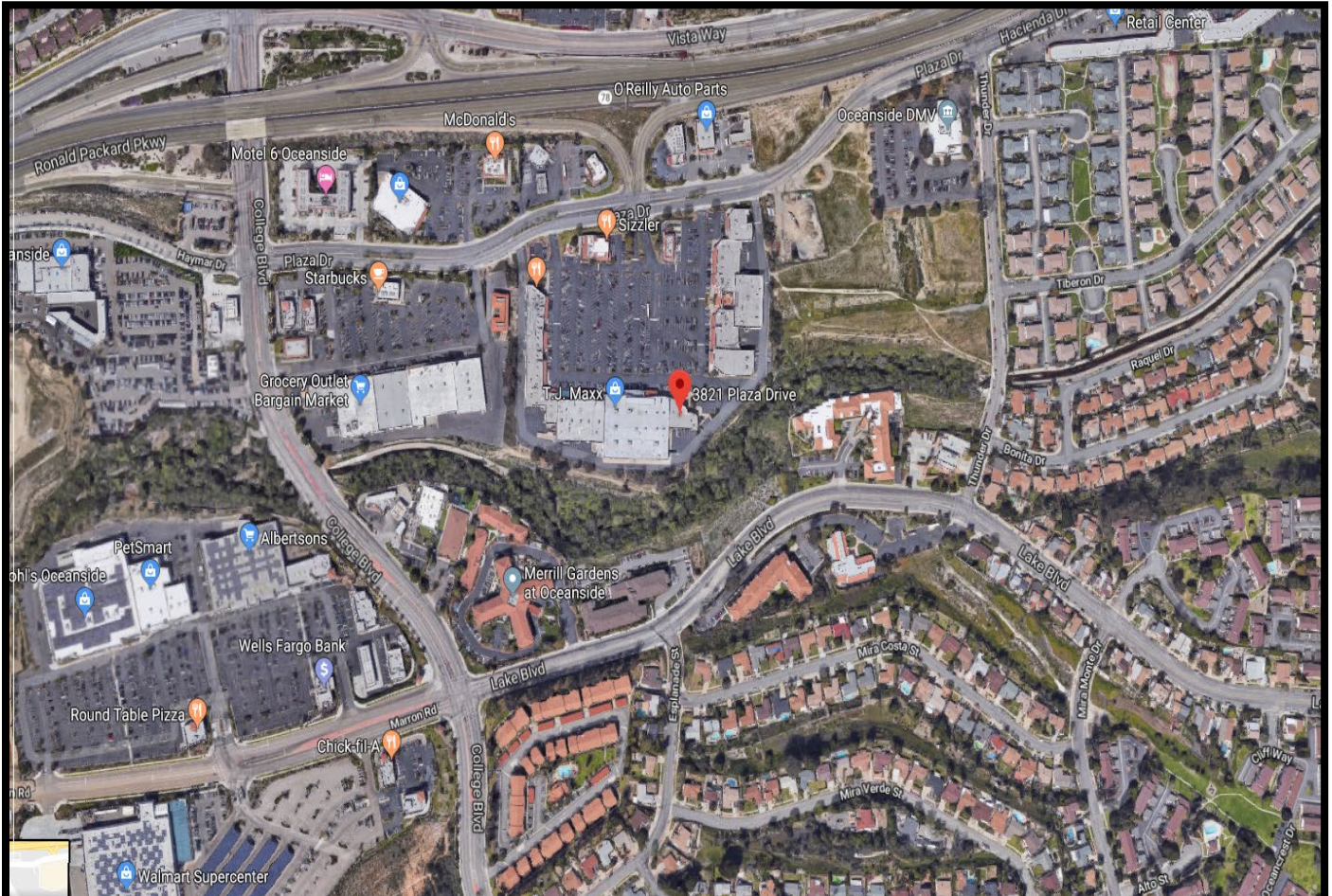
RC/Office Address: 3821 Plaza Dr. #401-402, Oceanside, CA 92056

RC/Office Public Phone Number: 858-678-4800

RC/Office Fax Number: 760-639-6484



North Carlsbad Resource Center/Carlsbad Administrative Office Aerial Map



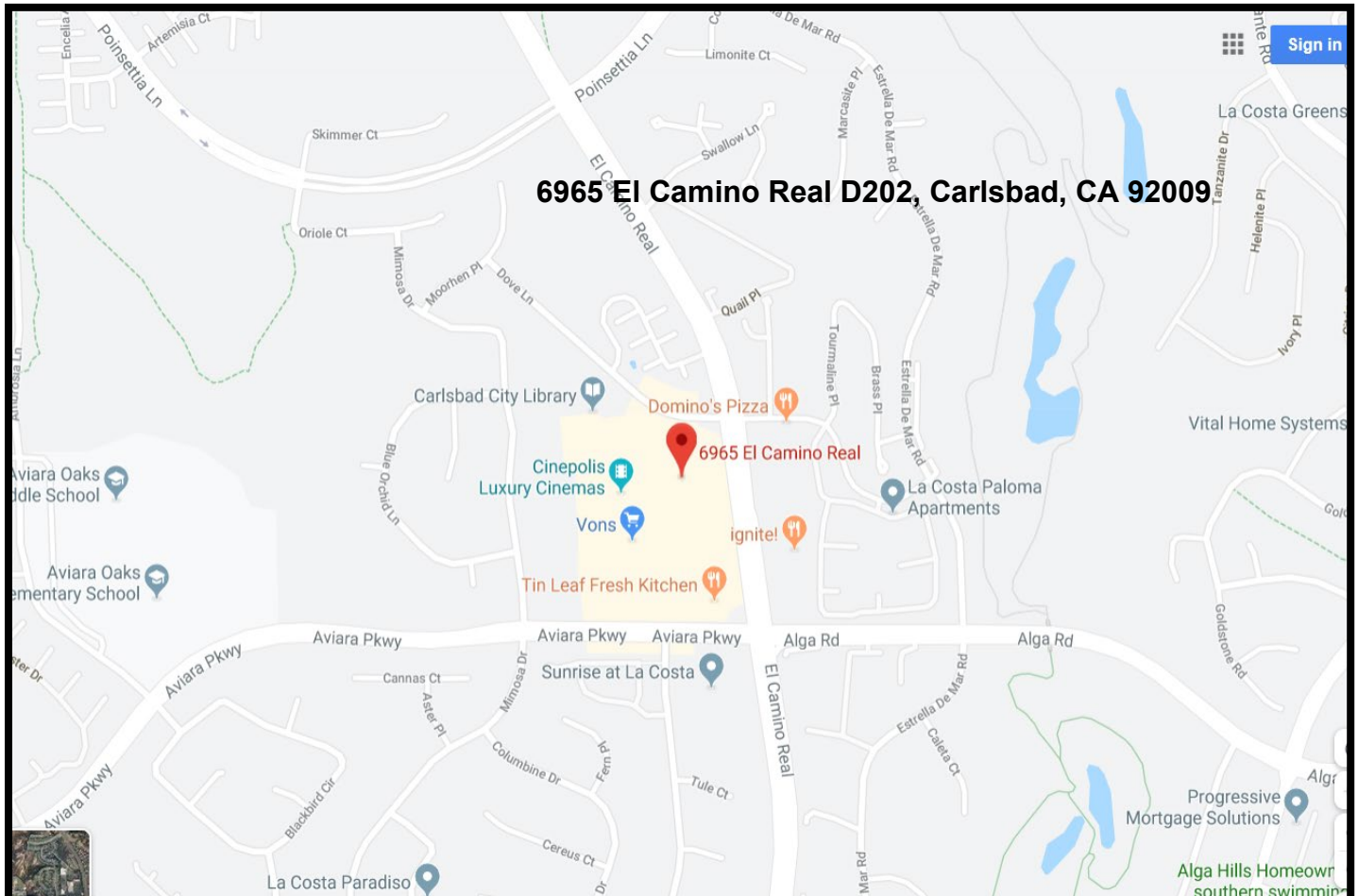
Location

Resource Center (RC) Name: South Carlsbad

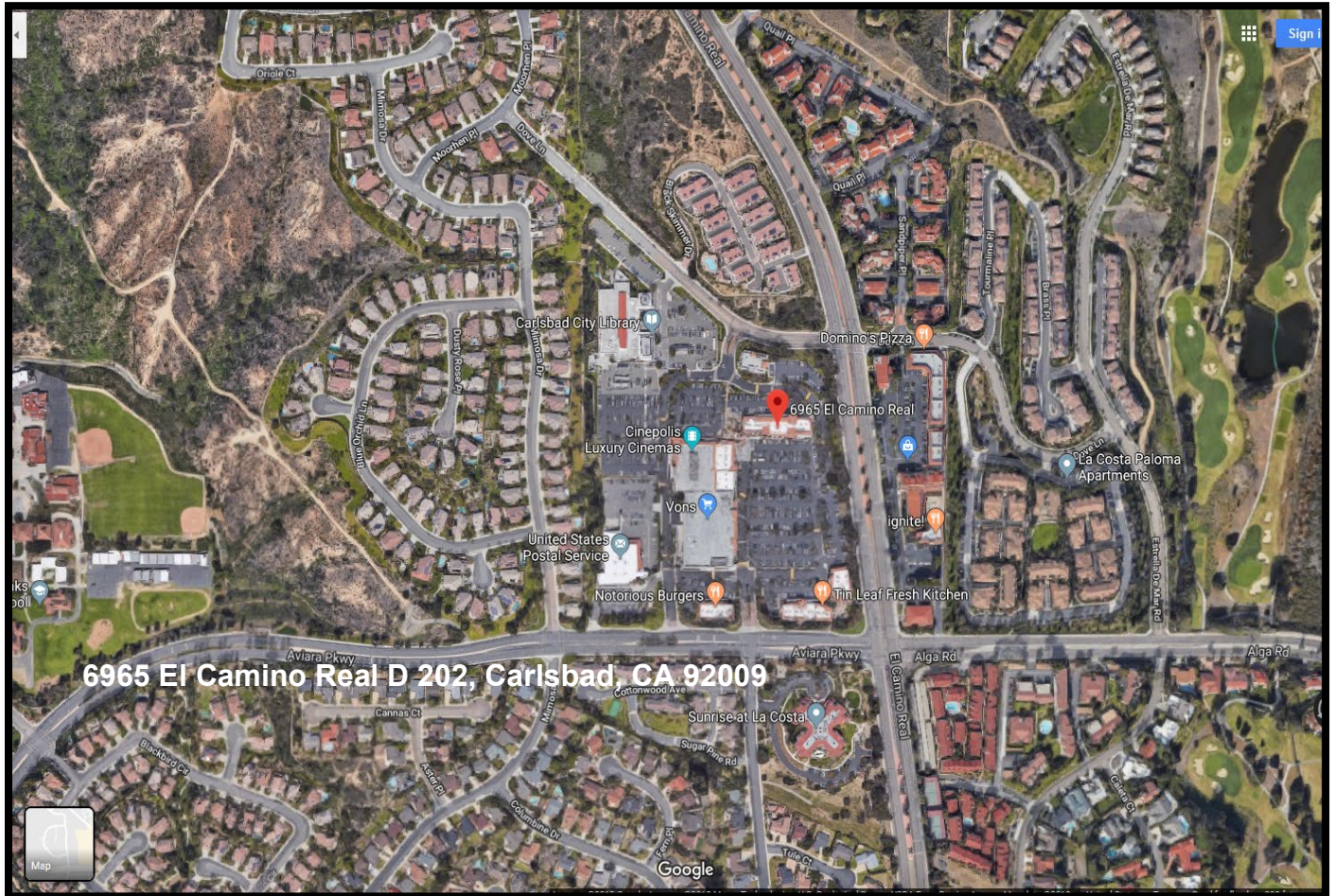
Address: 6965 El Camino Real D202, Carlsbad, CA 92009

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.

	2021yr	Rate	2022yr	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	2021yr	244	2022yr	186	

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.

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:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President 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.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the Administrator of Instructional Services.</i>
Administrator of Instructional Services	<i>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.</i>

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.

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 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

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 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

	<u>Emergency RC Call to Central</u>
	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

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President 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 President's office by e-mail (mbixby@audeocharterschool.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 President 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:

- x If imminent risk, call 911.
- x Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- x Notify the Administrator of Instructional Services.
- 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.

ADMINISTRATOR OF INSTRUCTIONAL SERVICES/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 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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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 evaluation 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@dsa.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

- ☐ Female
- ☐ Male
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Crackling Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breath(s)
- ☐ Irregular
- ☐ Normal
- ☐ Excited
- ☐ Laughter
- ☐ Upset
- ☐ Loud
- ☐ Hoarse
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Blurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:

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 (shrubby, 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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
- 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.

- Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - ***Run*** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - ***Hide*** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - ***Fight*** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. **Law Enforcement:** If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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:

- _____
- _____
- _____
- _____
- _____

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Charter School 's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.**
- 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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

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

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

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

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;**
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and**

modify it, as necessary, to address the behavior; and
 c. Return the child to the placement from which the child was removed, unless the parent and 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 2022-2023

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

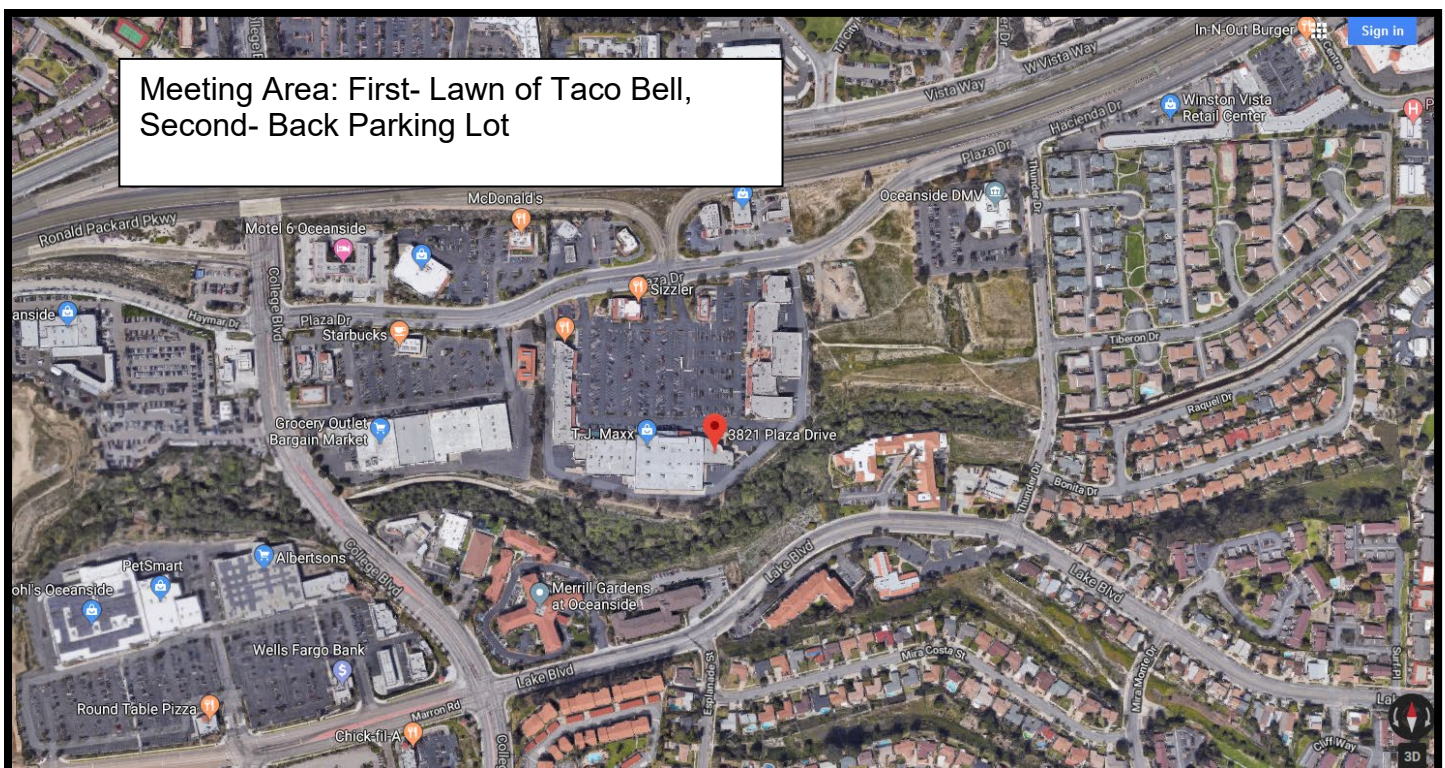
Evacuation Locations

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

Audeo Charter School II
North Carlsbad Resource Center
3821 Plaza Drive, Suite 401/402
Oceanside, CA 92054
858-678-2050

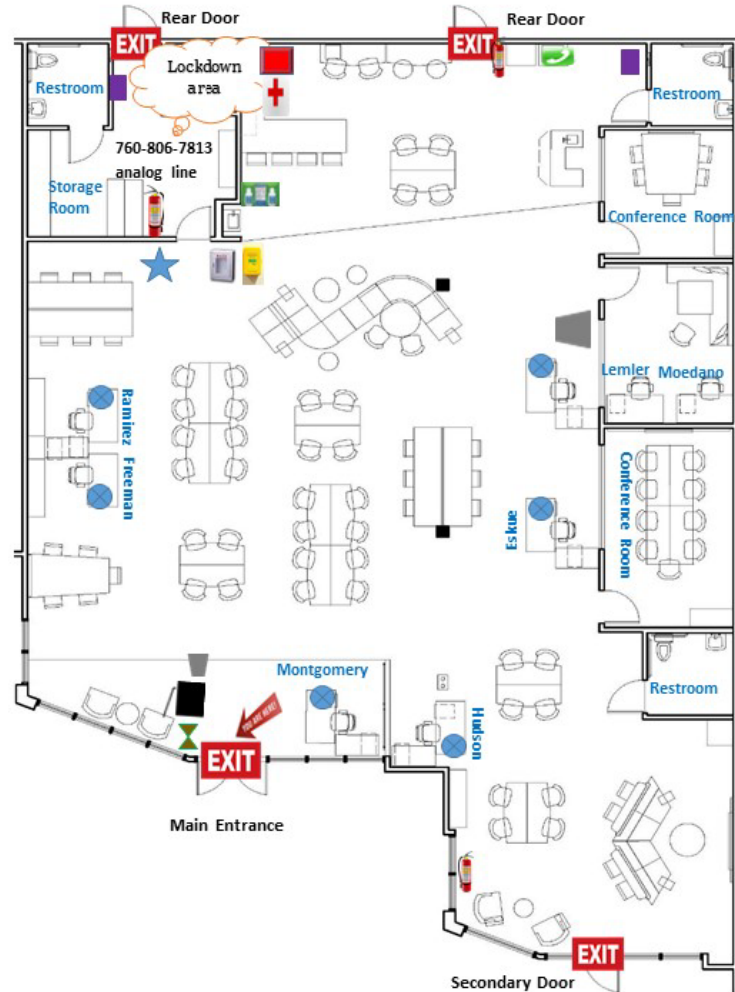


1st Emergency Meeting Area
 Exit main door, walk to lawn of Taco Bell

2nd Emergency Meeting Area
 Exit main door to the right. Meet in back parking lot.

3rd Emergency Meeting Area
 Exit rear door to the right. Meet behind the Goodwill.

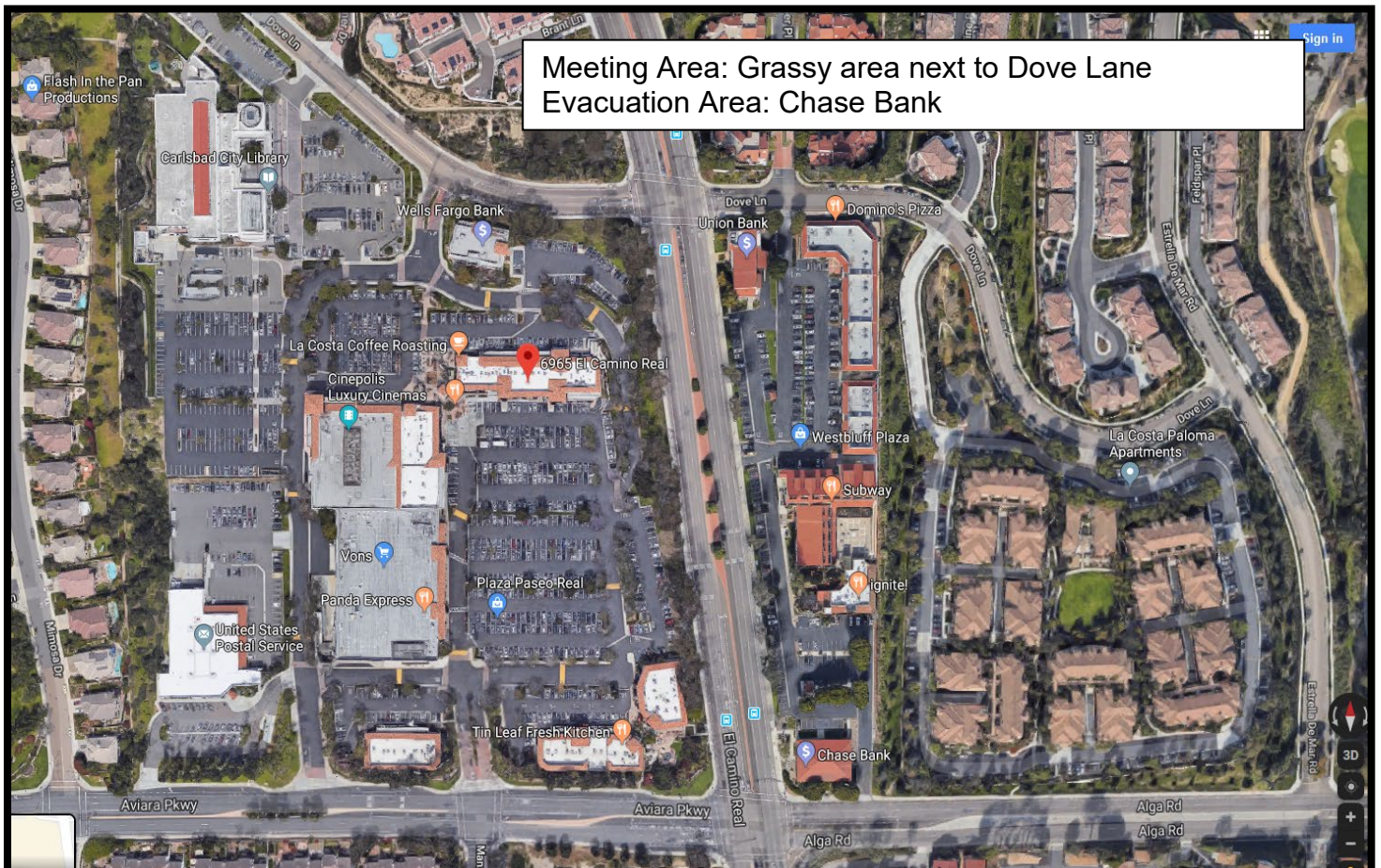
Emergency Contacts
 Angela: 619-757-0028
 Tiffany: 619-788-3491



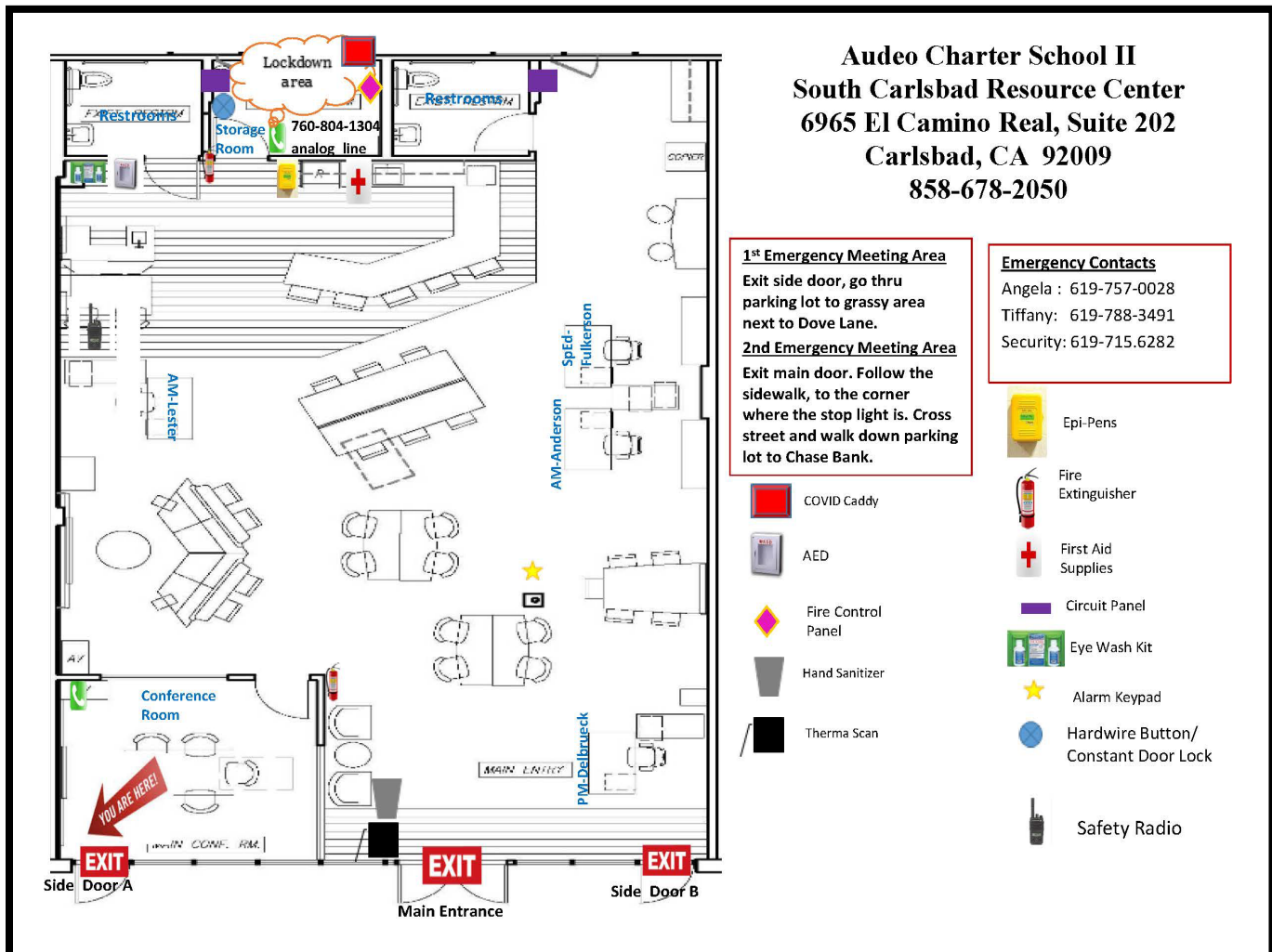
South Carlsbad: 6965 El Camino Real D202, Carlsbad, CA 92009

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				

Page of

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.

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.

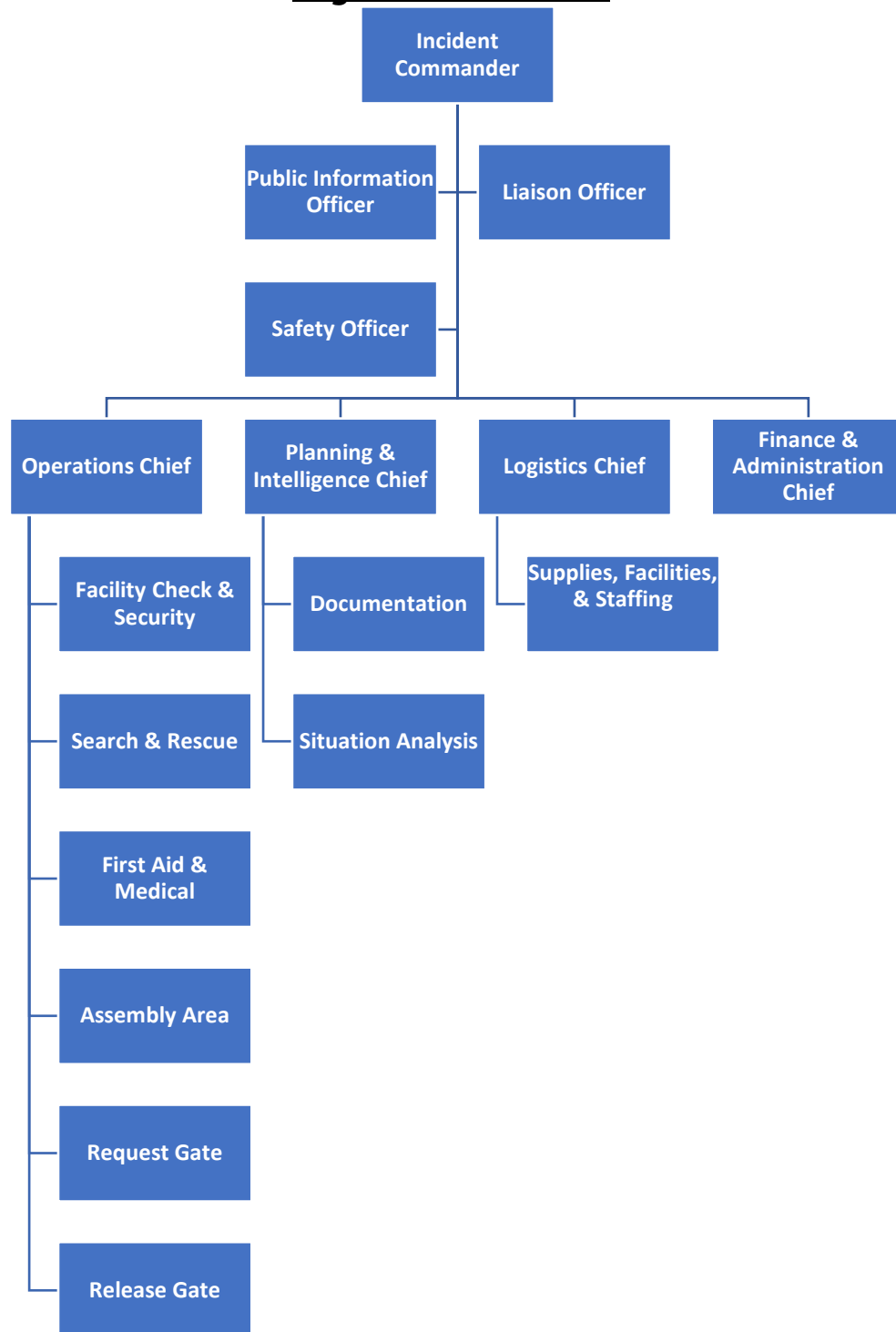
SECTION FOUR

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.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "*Absent*" if student was never in school that day.
- ☐ "*First Aid*" if student is in 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* 2022-2023

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	Jacqueline Eskue
South Carlsbad	David Delbrueck

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2022 - 2023

Audeo³
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

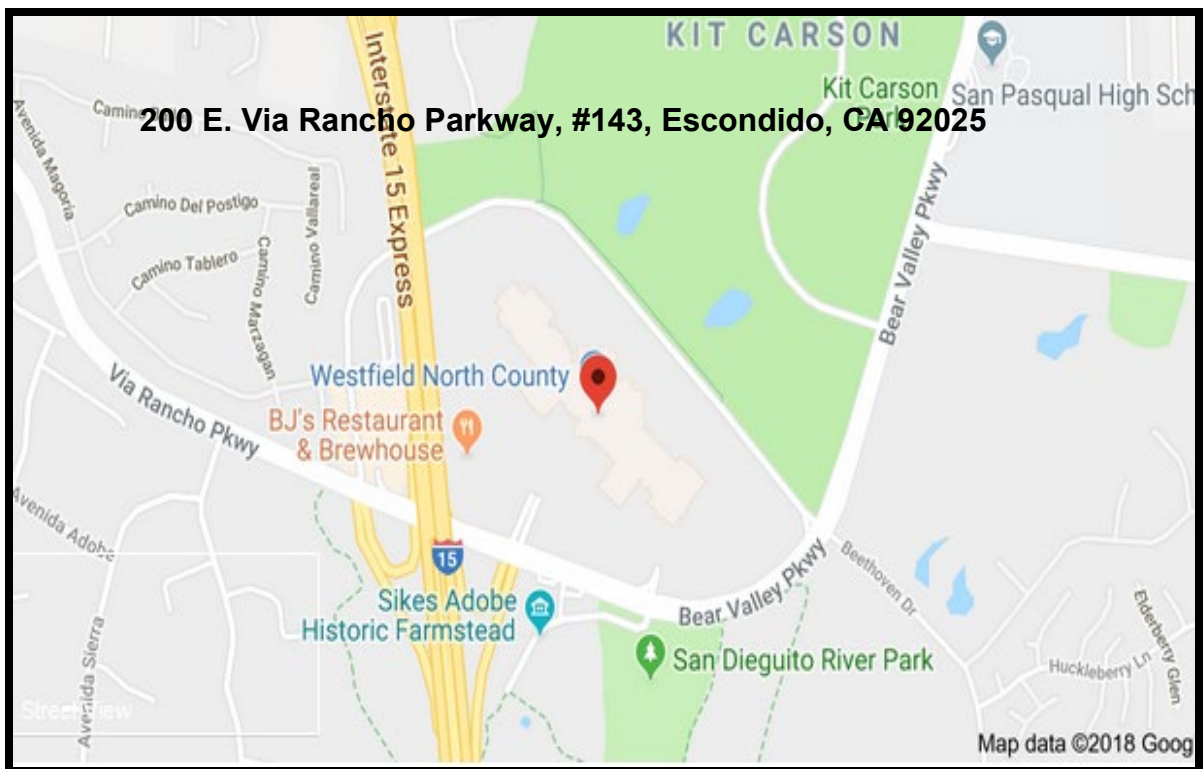
Office/ Resource Center (RC) Name: Escondido

RC Address: Westfield Mall - 200 E. Via Rancho Parkway, #143 Escondido, CA 92025

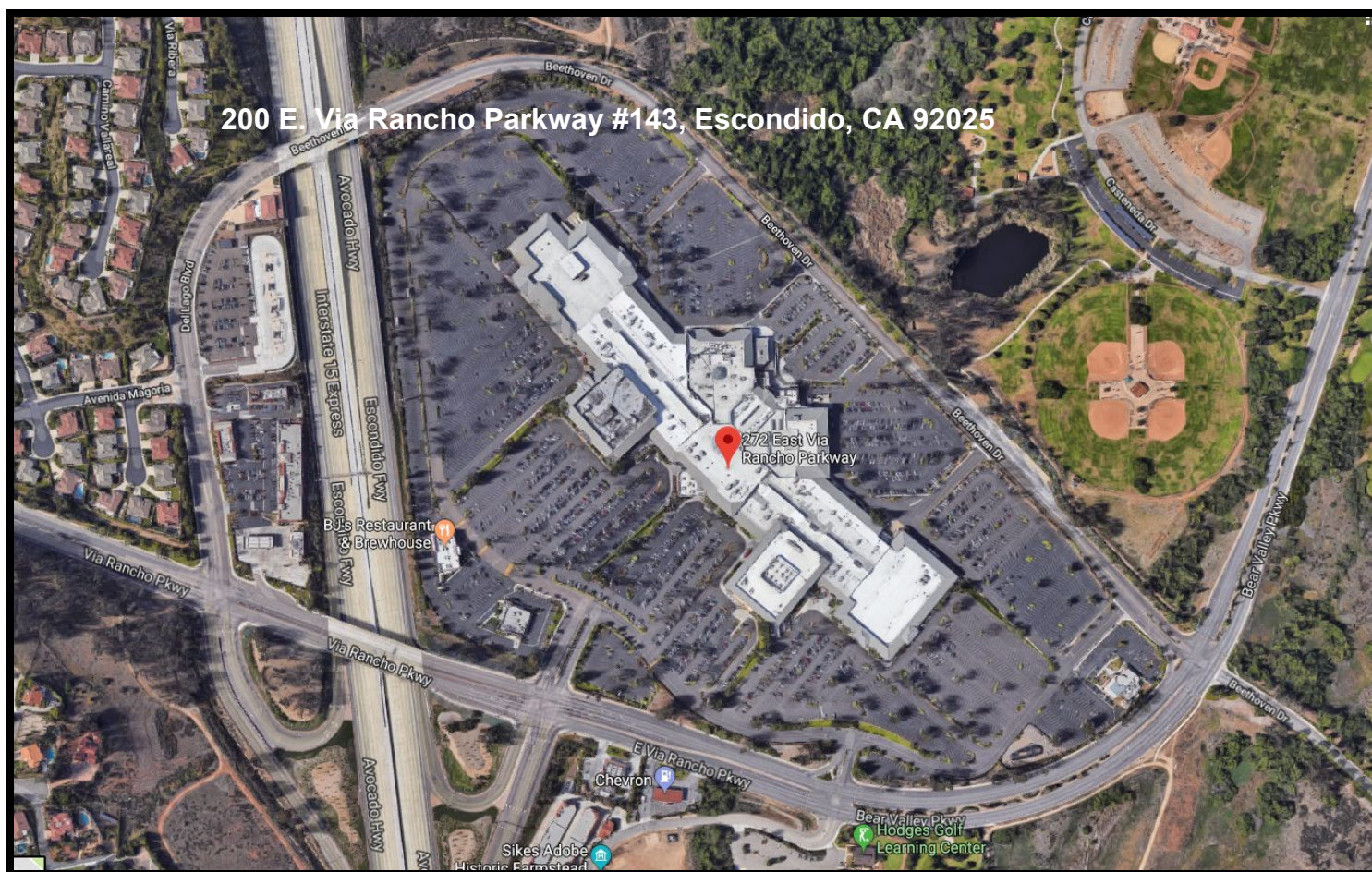
(Near Broken Yolk Restaurant by Westfield Back Entrance)

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.

	2021yr	Rate	2022yr	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	2021yr	107	2022yr	106	

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.

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:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President 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.</i>
Director of Operations and Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>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.</i>

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

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 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.

	<u>Emergency RC Call to Central</u>
	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

- **President will declare need for emergency action.**
- **President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.**
- **President 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 President's office by e-mail (mbixby@audеоcharterschool.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 President 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. 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 III 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 III 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:

- X If imminent risk, call 911.
- X Send for immediate help (First 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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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@dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER

PHONE NUMBER WHERE

HUNG UP:

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
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Crackling Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disgusted	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Ecstatic	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other information:	
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Humid		
<input type="checkbox"/> Haggard		
<input type="checkbox"/> Hyped		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> 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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
 - 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- **Hide** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

- b. **Law Enforcement:** If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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:

- _____
- _____
- _____
- _____
- _____

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve

as Charter School ’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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

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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- 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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the

frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

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

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with

the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and 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 2022-2023

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	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	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

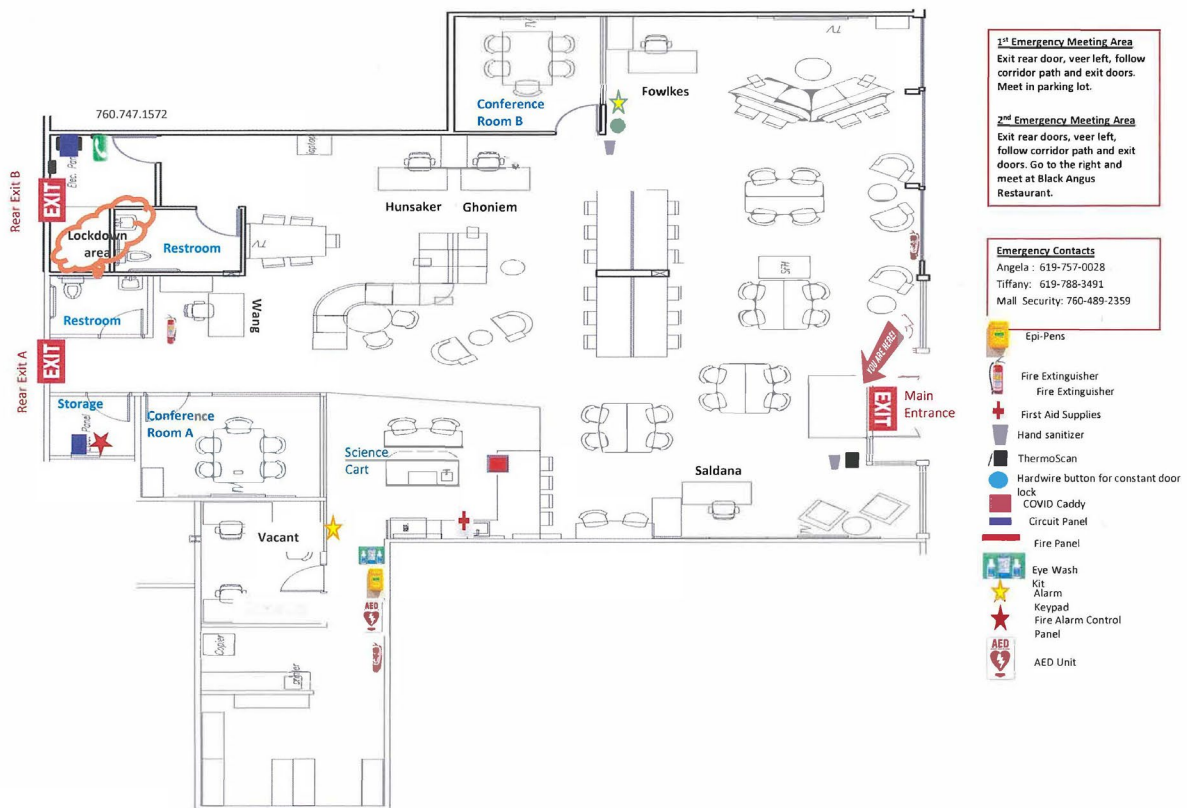
In the event that the situation requires a further distance be placed between individuals and the facility, the Incident Commander will direct individuals to proceed to the designated meeting area.

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:
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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.

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.

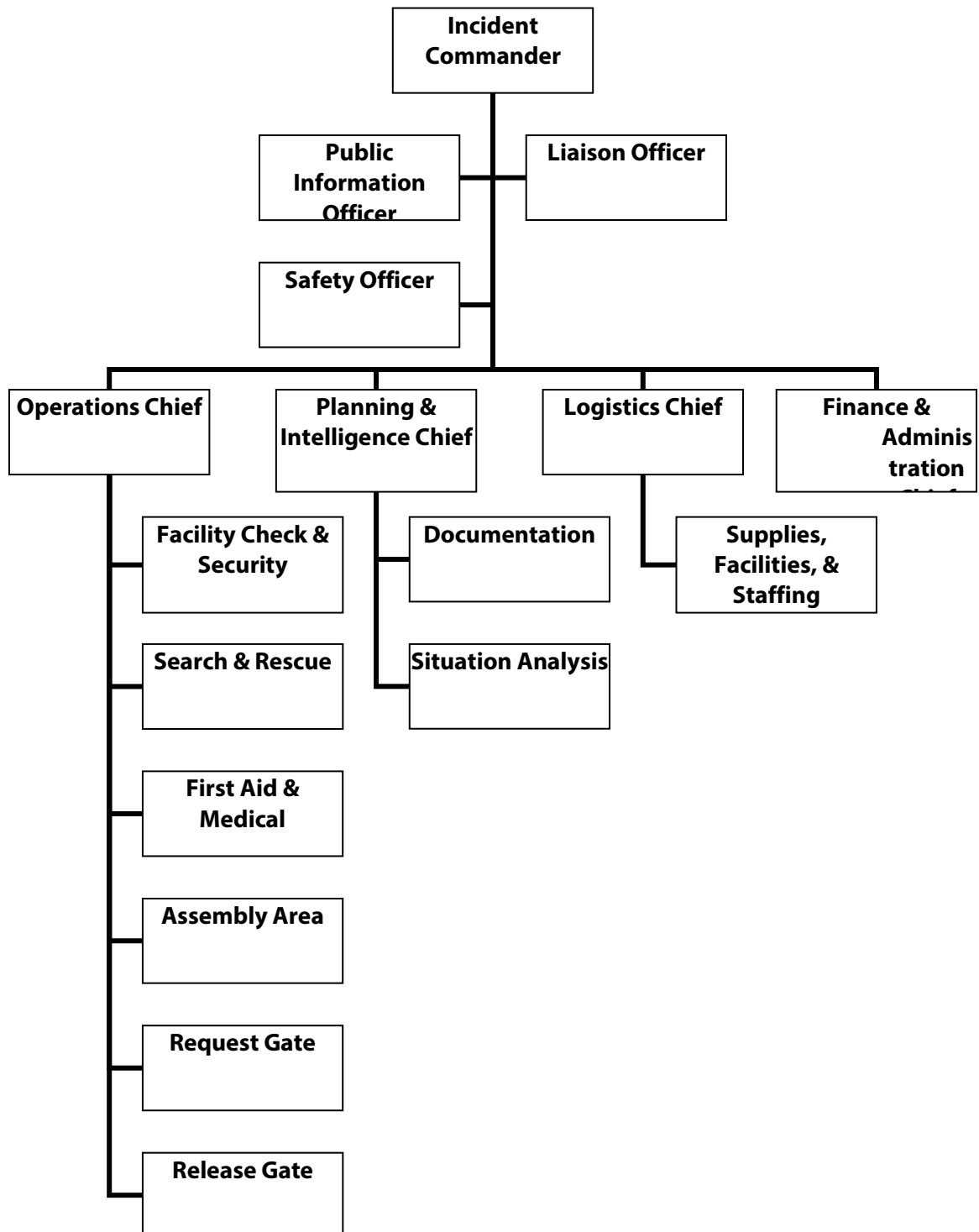
CONCLUSION

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.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "*Absent*" if student was never in school that day.
- ☐ "*First Aid*" if student is in 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*

2022-2023

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	Jasmine Ghoniem

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

SY 2022 - 2023

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 99)

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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

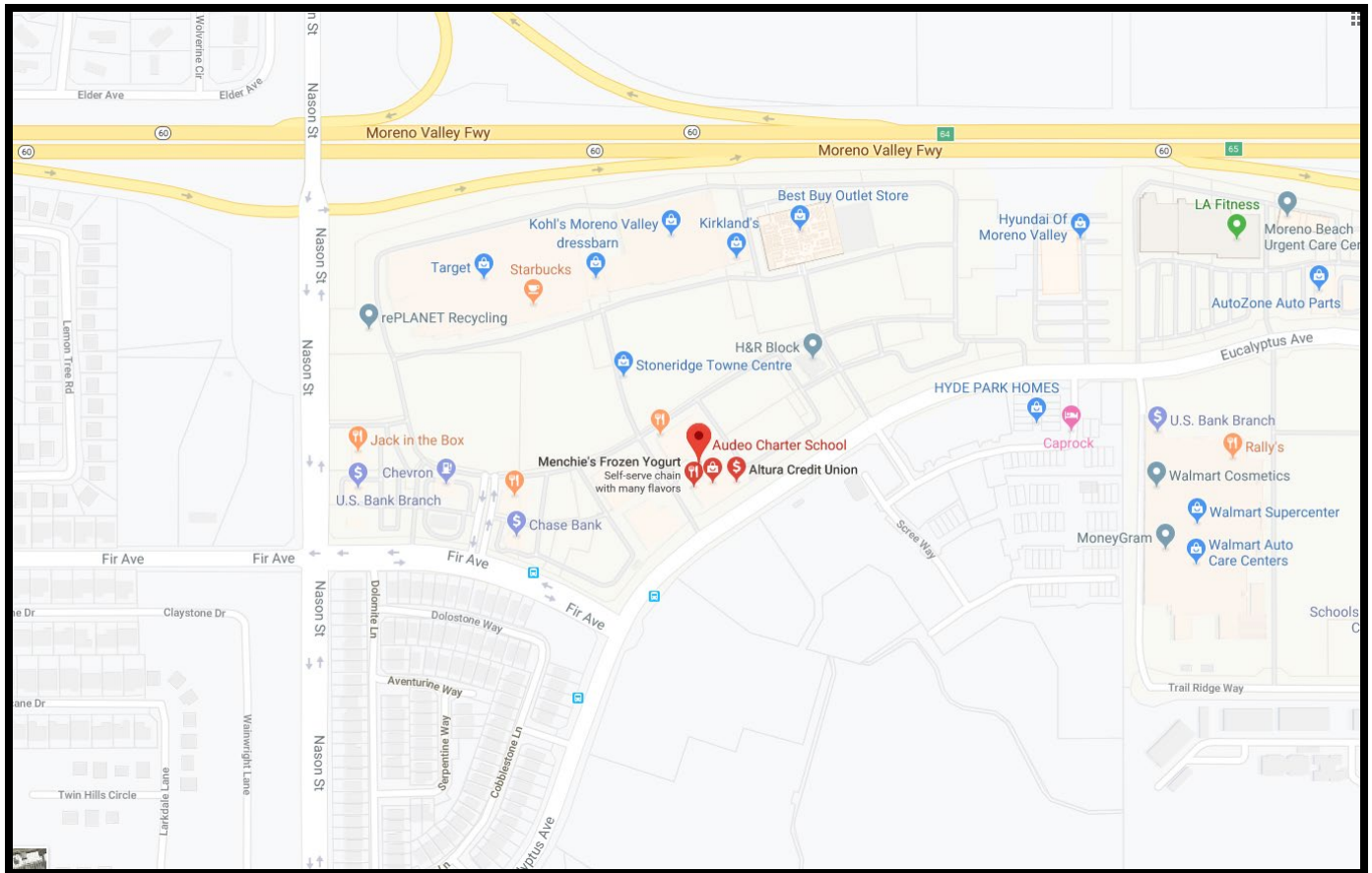
Office/Site Address: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

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.

	2021yr	Rate	2022yr	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	2021yr	N/A	2022yr	235	

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.

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 President 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.

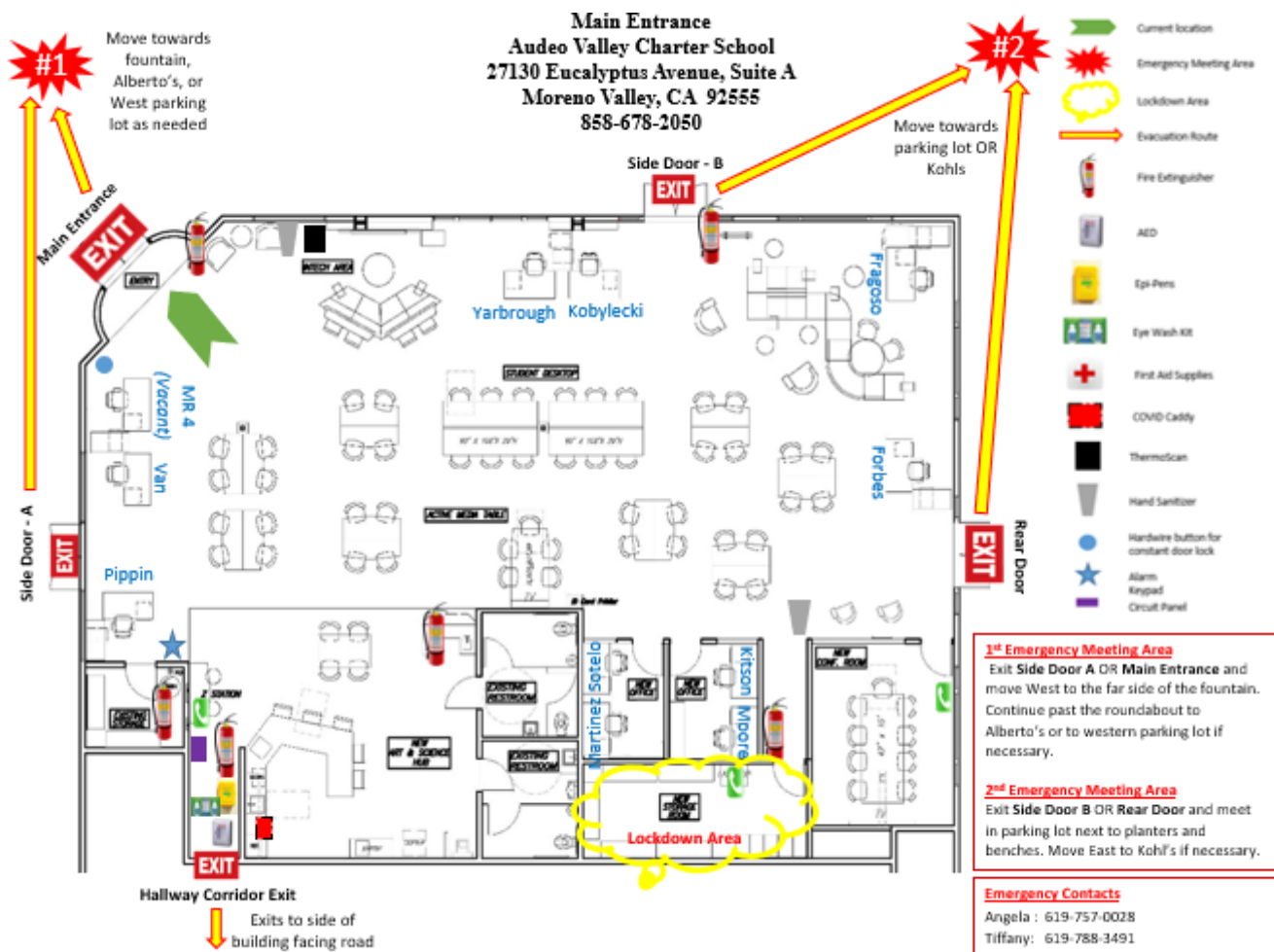
Moreno Valley: 27130 Eucalyptus Ave., Ste. A, Moreno Valley, CA 92555

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 President. 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 President. 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:

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15.	Student Last Name:	Student First Name:	Student Signature:
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20.	Student Last Name:	Student First Name:	Student Signature:
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	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.

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.

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve

as Charter School 's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

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

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

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

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

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. **“Credible impersonation”** means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to

contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

- 1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five calendar days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.**
- 2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.**
- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.**
- 7. If one or both 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 pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon

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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change

the placement of a child with a disability because of a violation of a code of student conduct, 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:

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

Inside the Site

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 site 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 site 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.

<p style="text-align: center;">Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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 site 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 site 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 site and surrounding areas.**
- x 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).**
- 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 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
- Poorly handwritten
- Excessive postage
- Misspelled words
- Stains
- Incorrect titles
- Strange odor
- Foreign postage
- Strange sounds
- Restrictive notes
- Unexpected delivery

• Refer to your local bomb threat emergency response plan for evaluation 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@dsa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER

PHONE NUMBER WHERE

HUNG UP:

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
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disgusted	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other information:	
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

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 (shrubby, 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.

- x **Do not return to the site 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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
 - 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
- **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - **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. **Law Enforcement:** If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.

- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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.**

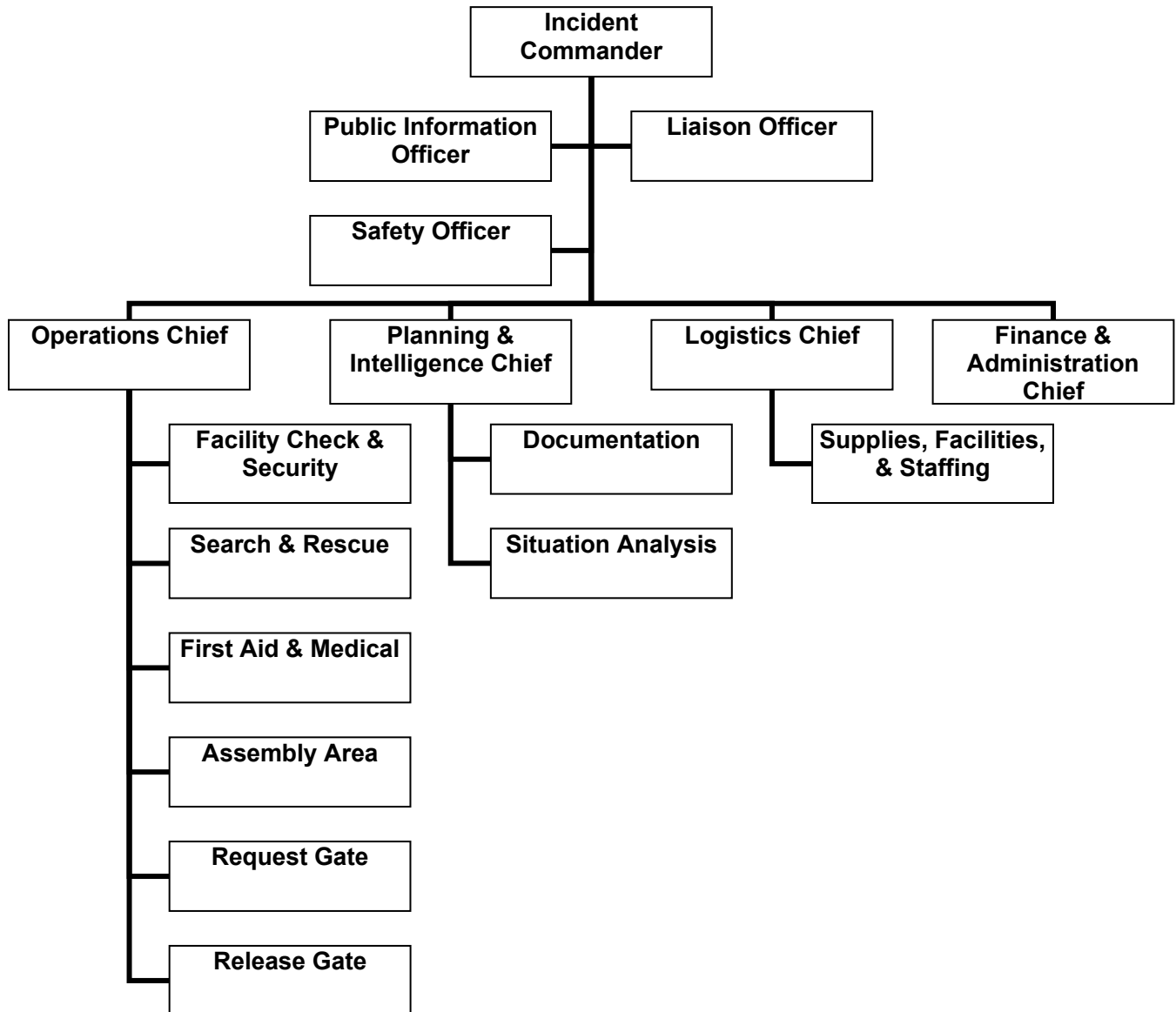
ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

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 President.

After:

- ☐ Authorize deactivation of sections or units when they are no longer required.
- ☐ At the direction of the Office of the President, 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 *a//* 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

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

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.

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.

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 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.

After:

- ☐ **File forms for reference.**
- ☐ **Track regular and overtime of all staff.**
- ☐ **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

2022-2023

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

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

Every day 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	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	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.

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION



SY 2022 - 2023

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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 Grossmont Secondary School.

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

Grossmont Secondary Resource Centers Information and Street Map

Location

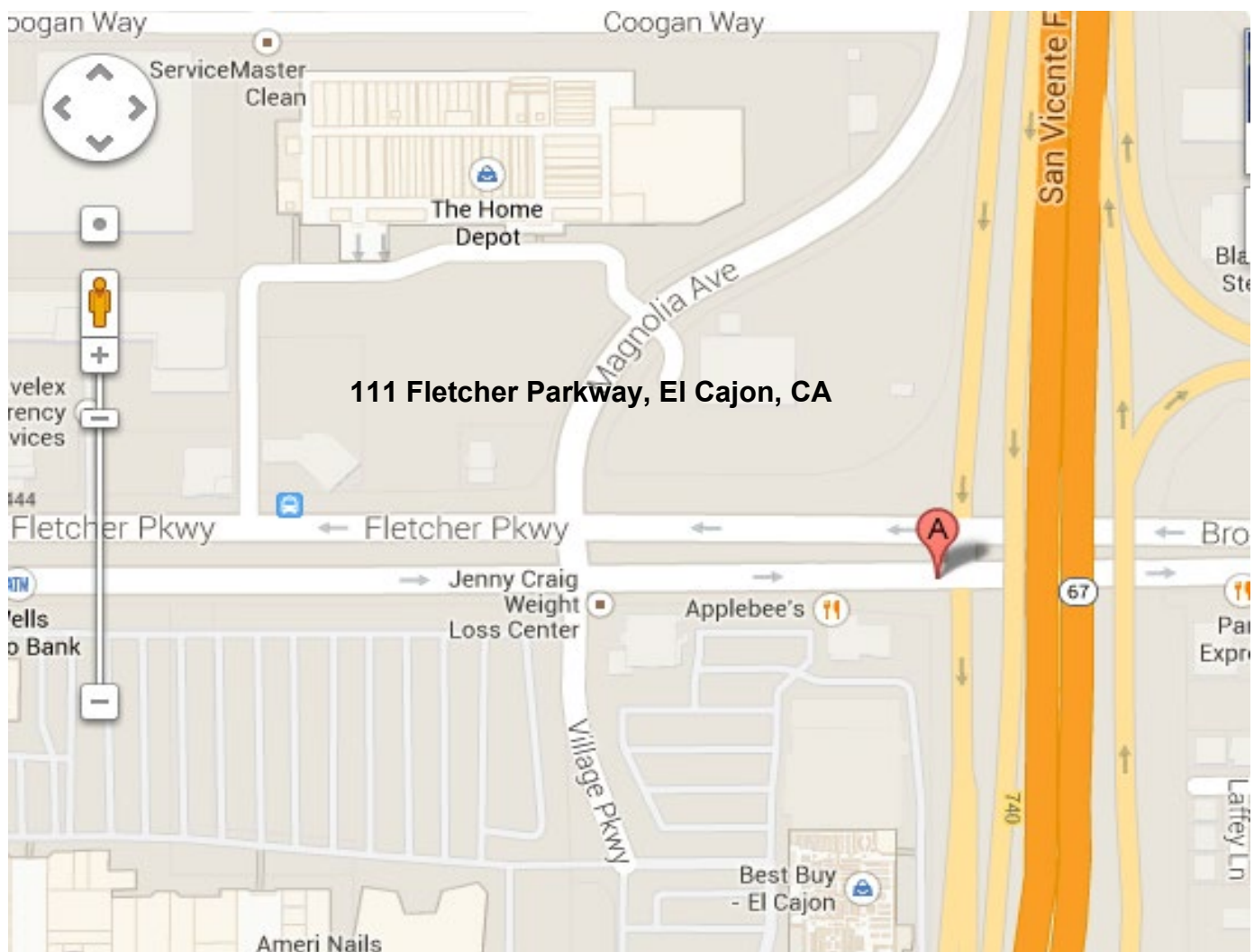
Resource Center (RC)/Office Name: **El Cajon – Grossmont Secondary School**

RC/Office Address: Westfield Shopping Mall - 111 Fletcher Parkway, El Cajon, CA 92020

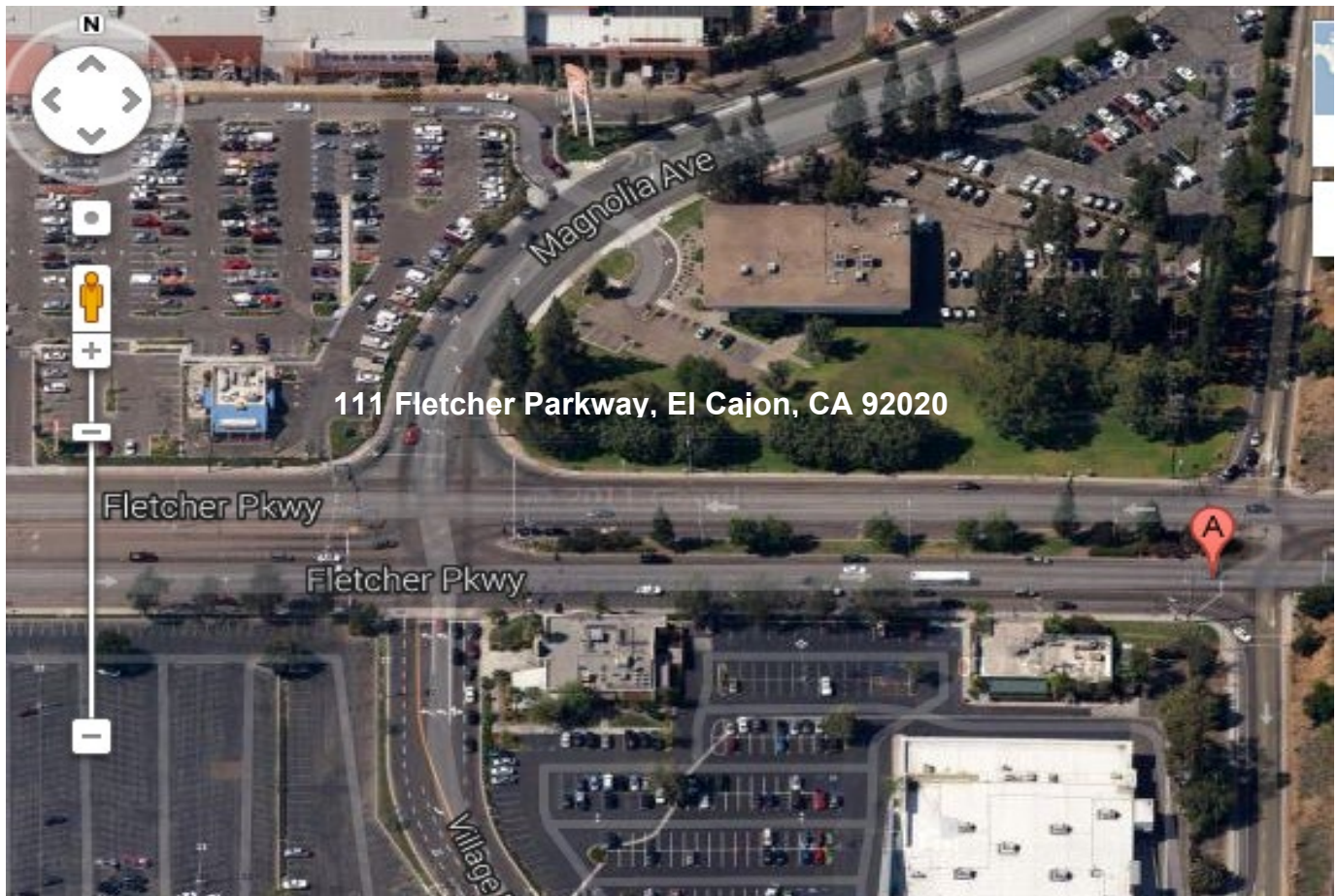
Directly behind Applebee's, next door to Metropolitan Credit Union

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

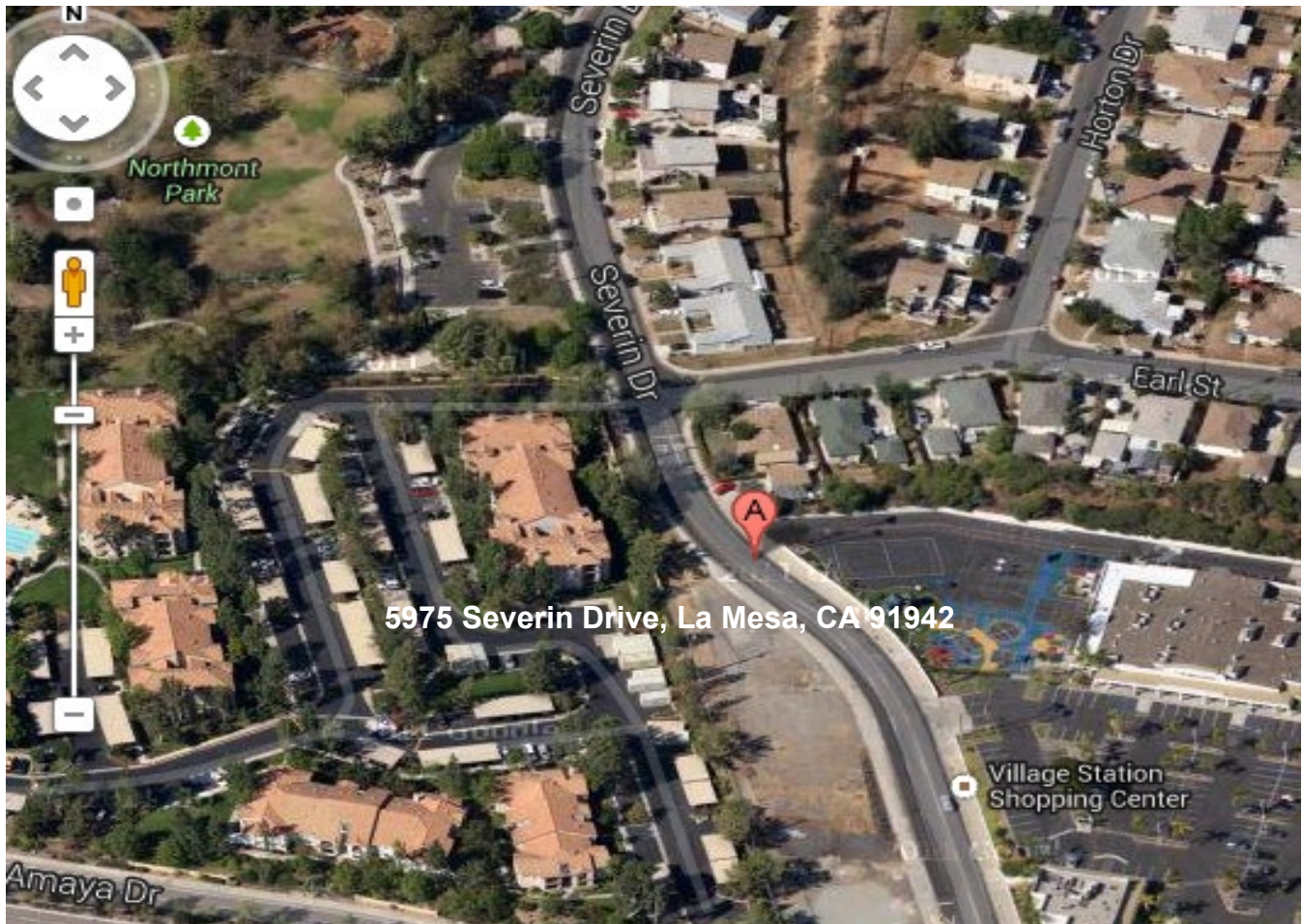
Located in the Village Station Shopping Complex

RC Public Phone Number: 858-249-7018

RC Fax Number: 619-588-1546



La Mesa Aerial Map



Location

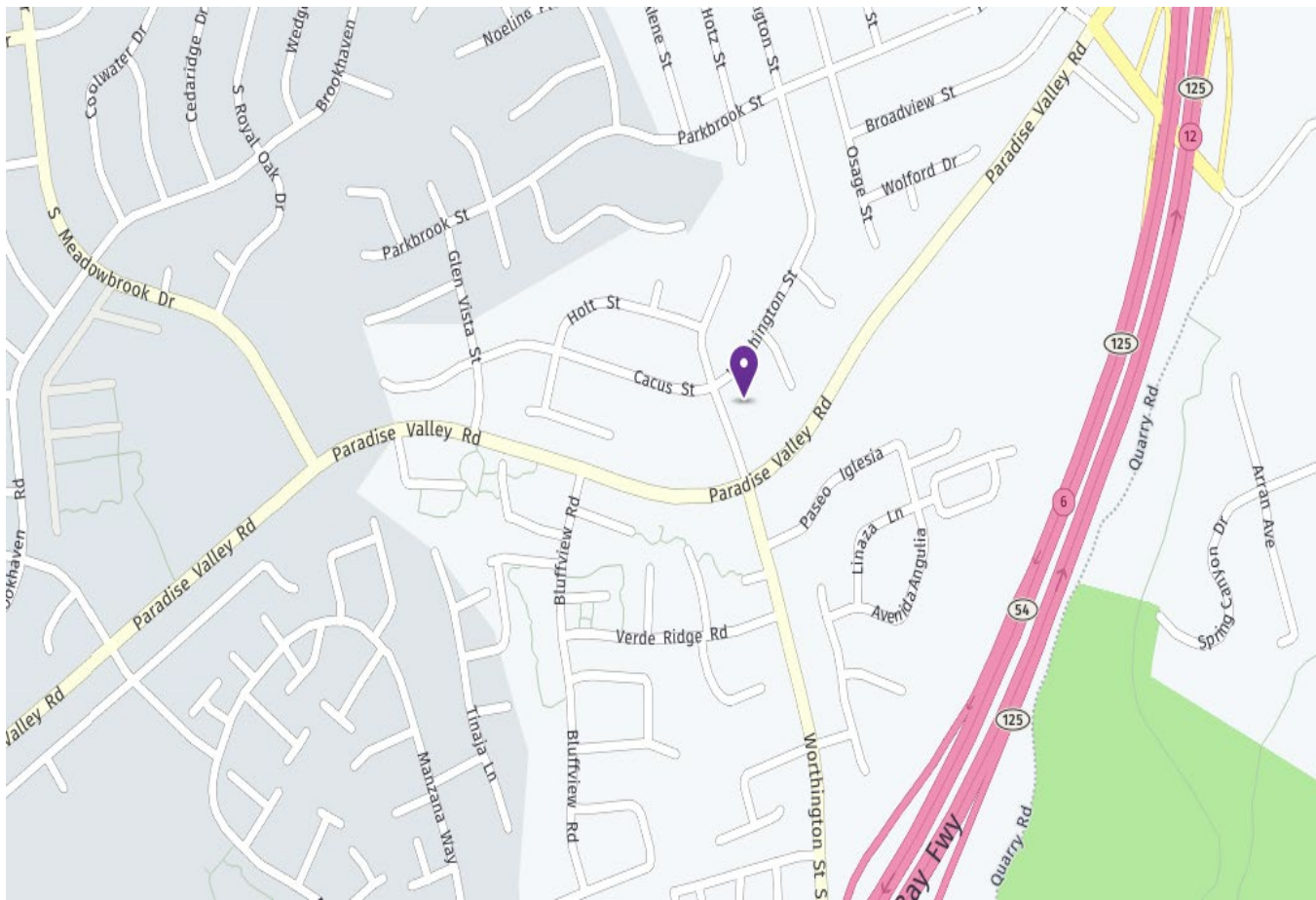
Resource Center (RC) Name: **Paradise Valley**

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



123 Worthington St., Stes. 104-106, Spring Valley, CA

Assessment of School Crime

In assessing the crime rate for the last two school years at Grossmont Secondary School the crime data indicates that there have been no incidents of the last two years. GSS 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.

	2021yr	Rate	2022yr	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	2021yr	331	2022yr	282	

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.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Grossmont 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:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President 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.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>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.</i>

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. Grossmont Secondary School 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, Grossmont Secondary School 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

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 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

Grossmont Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

<u>Emergency RC Call to Central</u>	
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

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President notifies Grossmont Secondary School 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 President's office by e-mail (mbixby@audeocharterschool.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 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 President or designee may activate the school-wide ParentSquare system. ParentSquare allows Grossmont Secondary School administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Grossmont Secondary School 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 a Grossmont Secondary School 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 Grossmont Secondary School 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:

- X If imminent risk, call 911.
- X Send for immediate help (First 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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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 evaluation 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@dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER

PHONE NUMBER WHERE

HUNG UP:

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
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disgusted	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Humid		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
 - 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- **Hide** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

- b. **Law Enforcement:** If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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:

- _____
- _____
- _____
- _____
- _____

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve

as Charter School ’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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

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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**
- 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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the

frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

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

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with

the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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:

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

Grossmont 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. Grossmont 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 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 Grossmont 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 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 2022-2023*****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 Grossmont Secondary School 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 Grossmont Secondary School students and parents to help prepare all Grossmont Secondary School students for a safer journey.

- 1. Every Grossmont Secondary School 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 Grossmont Secondary School 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

Grossmont Secondary School is and will remain a safe place for students and adults.

Grossmont 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 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 Grossmont Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Grossmont 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	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	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 Grossmont 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 Grossmont Secondary School 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 GROSSMONT SECONDARY SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Grossmont Secondary School Safety Coordinator	619-757-0028	858-678-2045 Business Office
Grossmont Secondary School Coordinator	630-290-3034	858-678-3908 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**

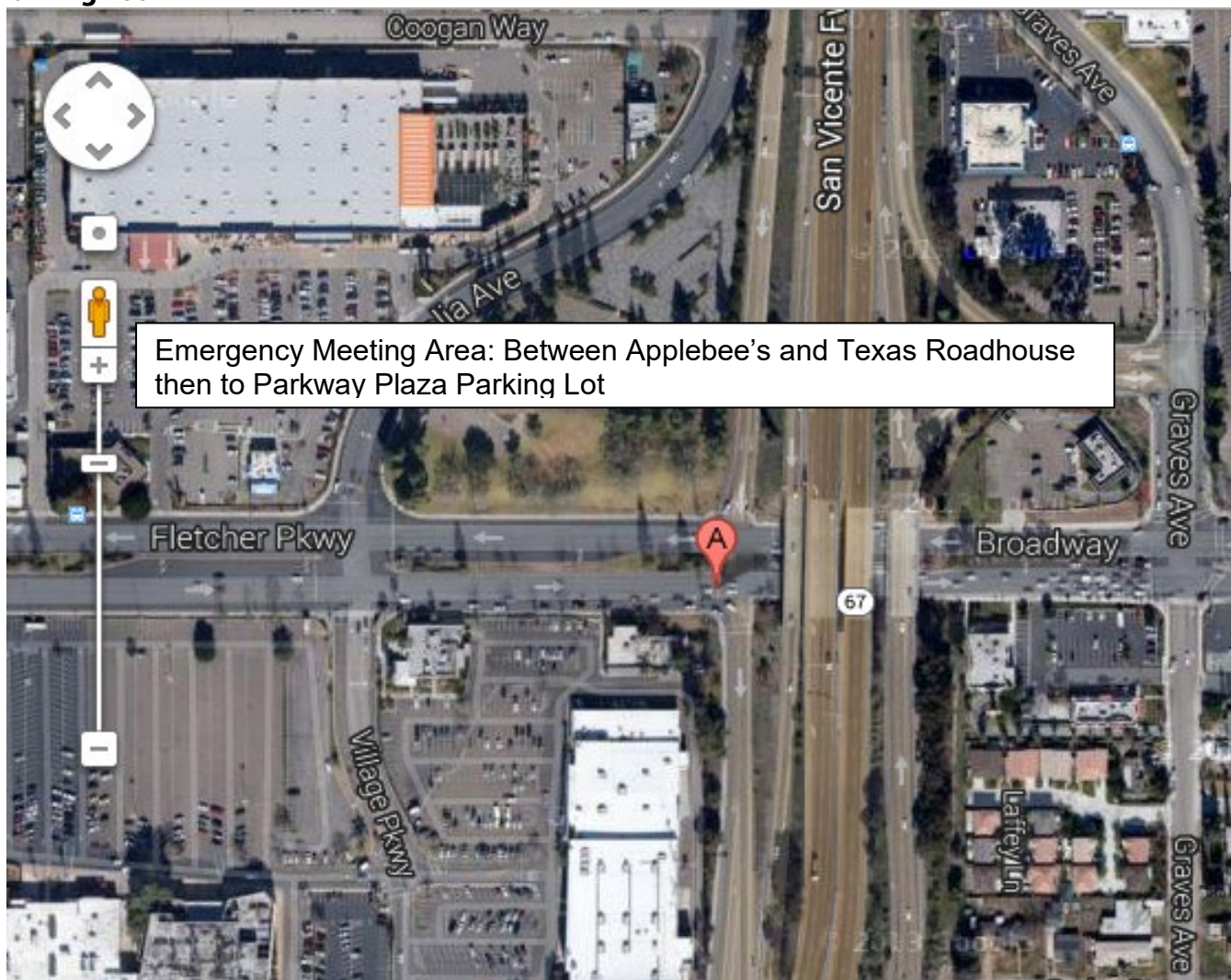
Evacuation Locations

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.

El Cajon: 111 Fletcher Parkway, El Cajon, CA 92020

Cross Street: North Magnolia Avenue

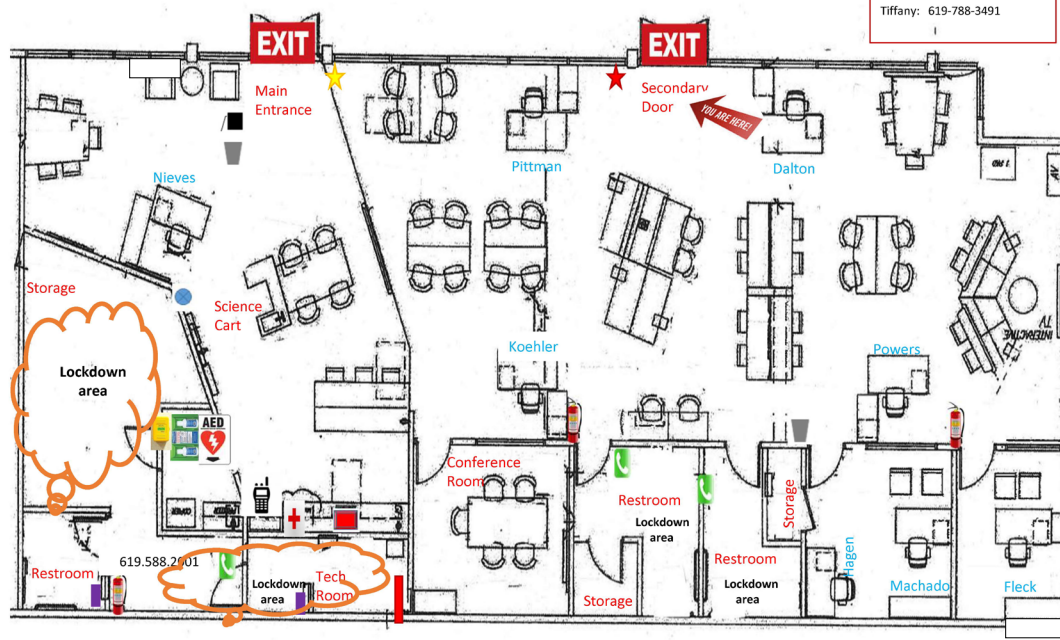
Emergency Meeting Area: Between Applebee's and Texas Roadhouse then to Parkway Plaza Parking Lot



El Cajon Plan

El Cajon Resource Center ▪ 111 Fletcher Parkway, El Cajon, CA 92020
858-678-2020

Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491



1st Rally Point Meeting Area
Exit main door, turn left and follow to parking lot. Meet between Applebees and Texas Roadhouse.

2nd Rally Point Meeting Area
Exit main door, turn left, walk through parking lot past Texas Roadhouse. Use the crosswalk to cross Magnolia Avenue and meet in Parkway Plaza parking lot.

- | | |
|---|--|
|  | Radio |
|  | Analog Phone |
|  | Epi-Pens |
|  | Fire Extinguisher |
|  | First Aid Supplies |
|  | Hand sanitizer |
|  | Hardwire button for constant door lock |
|  | COVID Caddy |
|  | Circuit Panel |
|  | Fire Panel |
|  | Eye Wash Kit |
|  | Alarm Keypad |
|  | Fire Alarm Control Panel |
|  | AED Unit |

La Mesa: 5975 Severin Drive, La Mesa, CA 91942

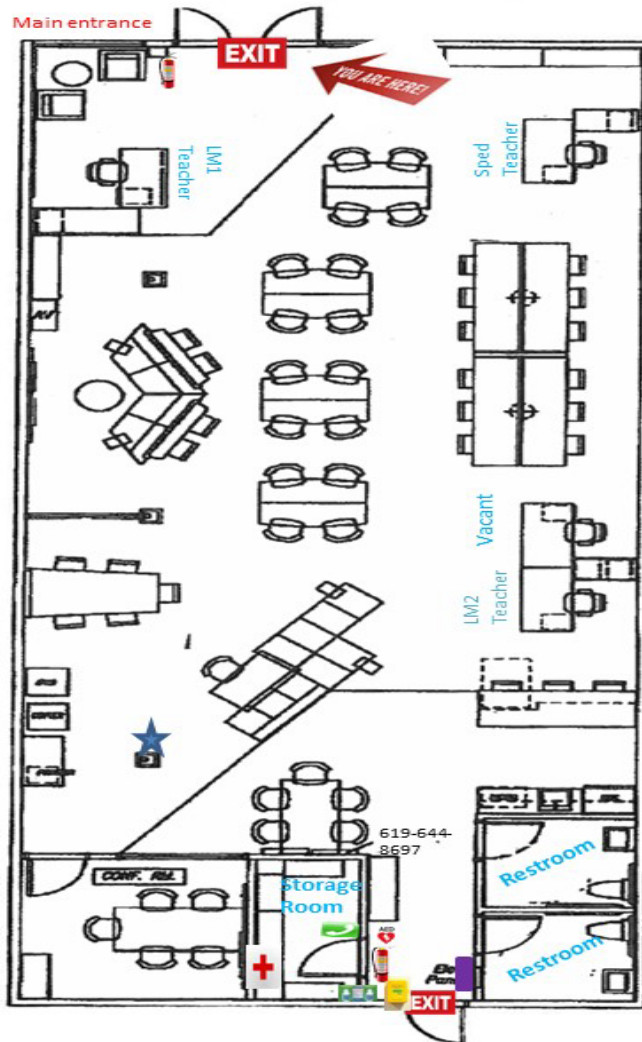
Cross Street: Amaya Drive

Emergency Meeting Area: Howell Drive, Next to Wall then line up against North Wall in parking lot



La Mesa Plan

GSS La Mesa Resource Center • 5975 Severin Drive, La Mesa, CA 91942



Emergency Meeting Area

Exit main entrance, go to the left, walk off parking lot and go to Howell Drive. Meet next to wall.

Emergency Contacts

Angela: 619-757-0028

Tiffany: 619-788-3491



Epi-Pens



Fire Extinguisher



First Aid Supplies



Circuit Panel



Eye Wash Kit



Alarm Keypad

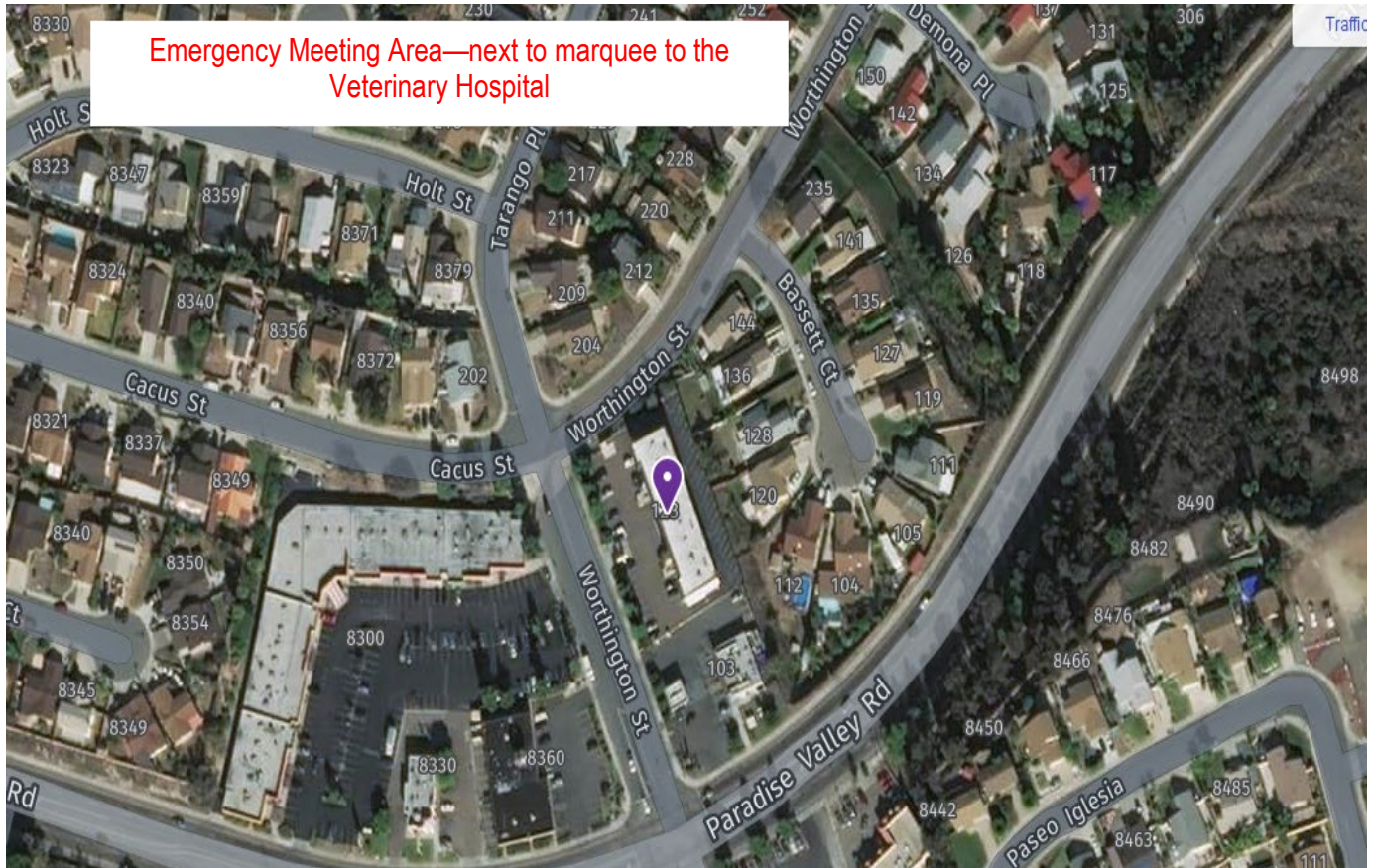


AED

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

1st Emergency Meeting Area

Exit main door, walk to sidewalk and meet next to marquee signage.

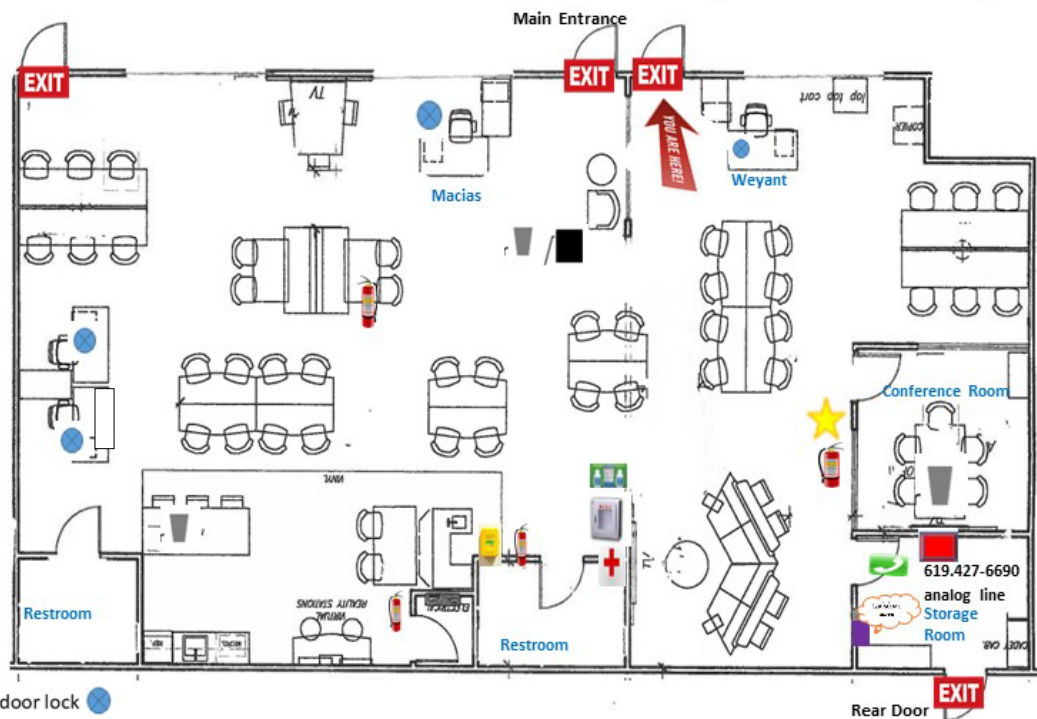
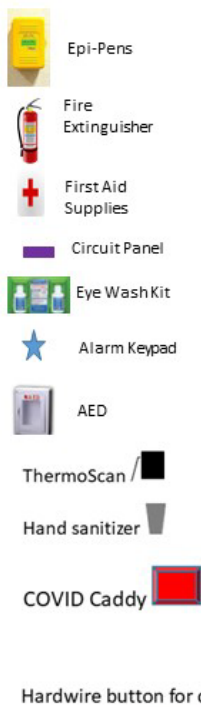
2nd Emergency Meeting Area

Exit main door. Cross street using cross walk. Meet at the Veterinary Hospital.

Grossmont Secondary School – Paradise Valley Resource Center
123 Worthington Street, Suite 104, Spring Valley, CA 91977
858-678-2020

Emergency Contacts

Angela: 619-757-0028
 Tiffany: 619-788-3491



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 Grossmont Secondary School 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 Grossmont Secondary School 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 Grossmont Secondary School 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: _____

GROSSMONT SECONDARY SCHOOL 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.

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.

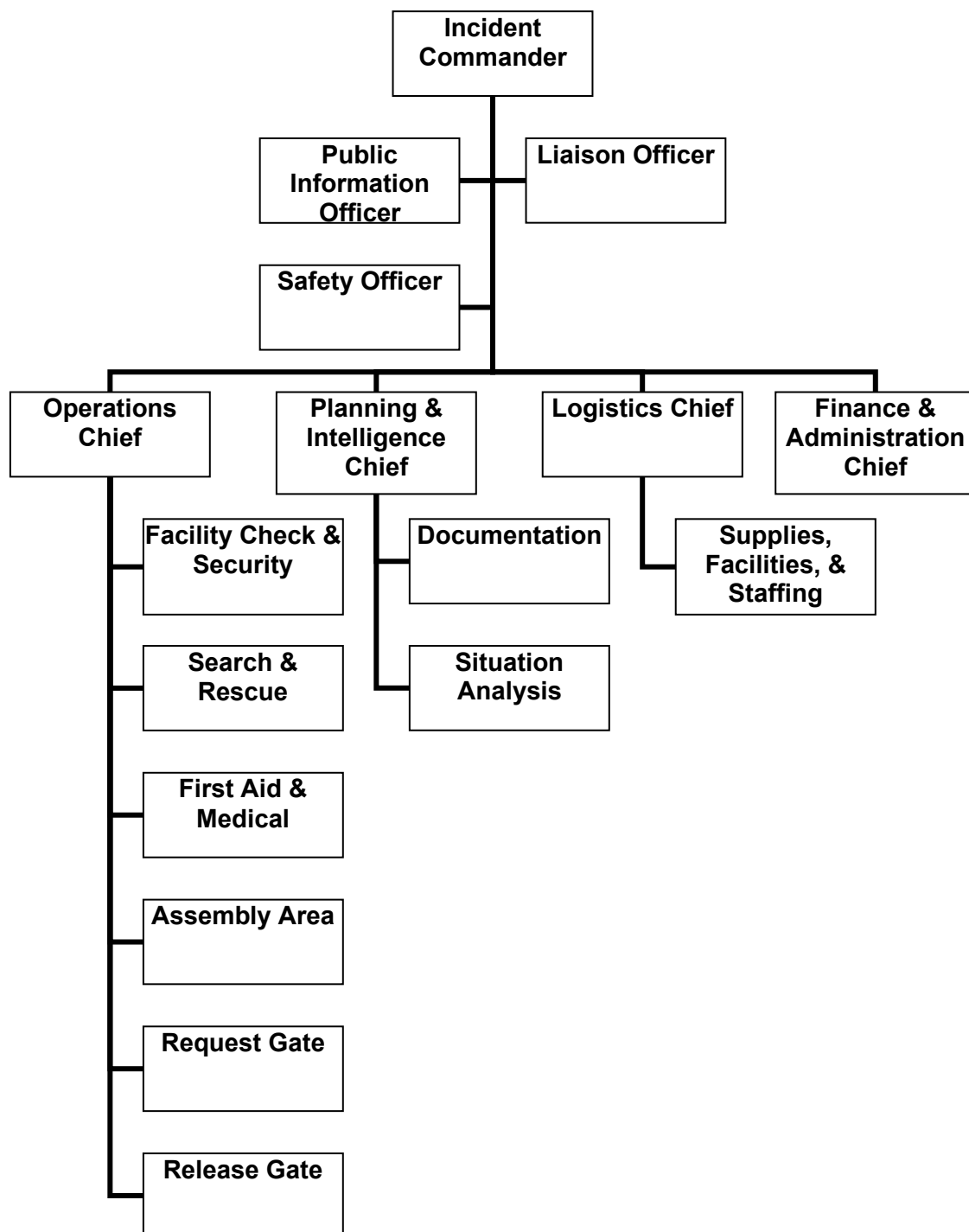
CONCLUSION

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:	<u>Incident Commander</u>
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:	<input type="checkbox"/> Hard hat (if available)
During Event:	<input type="checkbox"/> Monitor drills, exercises, and emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that responders use appropriate safety equipment. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as severe aftershocks, in all planning. <input type="checkbox"/> 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.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "*Absent*" if student was never in school that day.
- ☐ "*First Aid*" if student is in 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.

**Grossmont Secondary School
RC/Facility Planning Teams
Safety Ambassadors*
2022-2023**

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 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 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
El Cajon	Travis Powers
La Mesa	Kelly Collins
Paradise Valley	Kelli Weyant

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

2022-2023 SY



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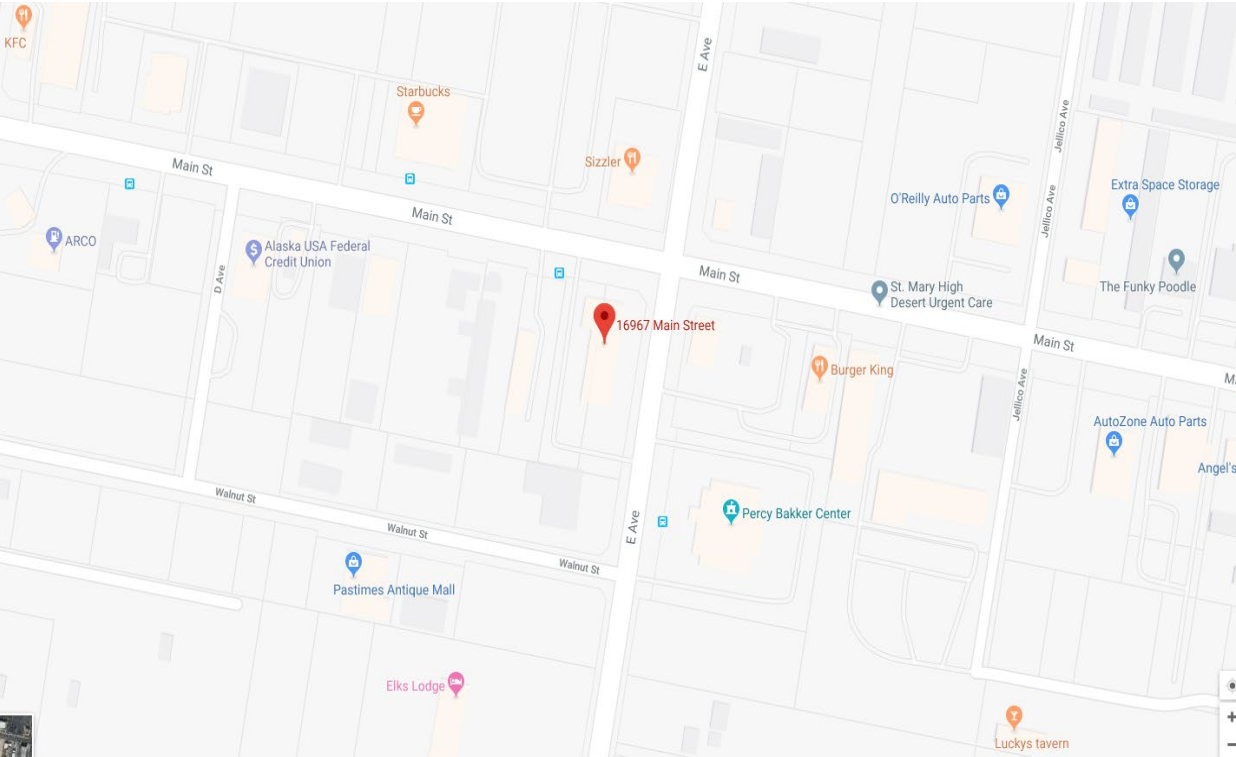
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Resource Centers Information and Aerial Map

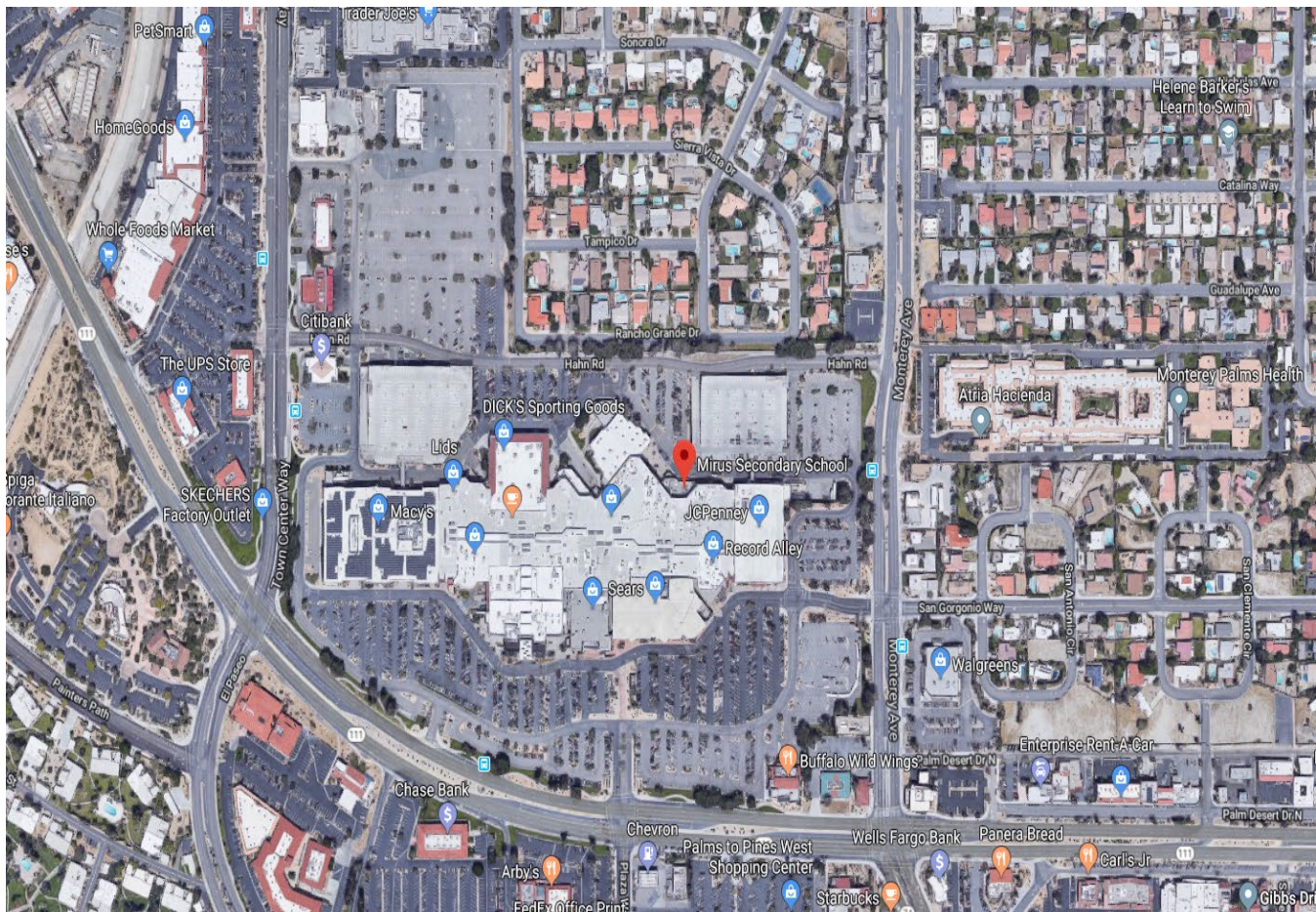
Location	Main Street Resource Center
Address	16967 Main Street Ste. 107, Hesperia, CA 92345
Public Phone Number	<u>858-249-7000</u>
Fax Number	760-947-7135



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



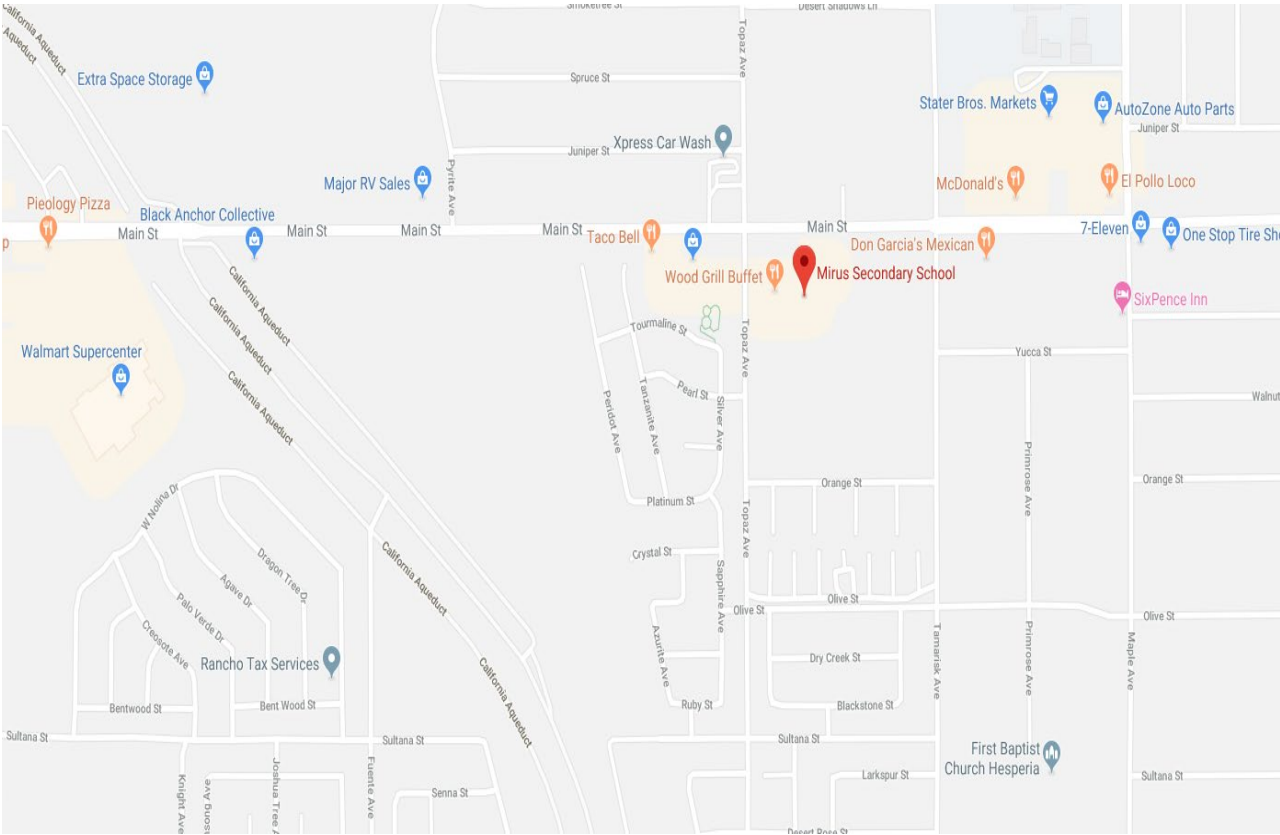
Palm Desert RC



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



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.

	2021yr	Rate	2022yr	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	2021yr	321	2022yr	315	

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.

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:

Board President	<i>Responsible for external communications. She will call on community resources to assist the resource centers and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists Board President 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.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our resource centers, staff, and the team in collaboration with the Learning Lead.</i>
Learning Lead	<i>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.</i>

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.

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.

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

- Board President will declare need for emergency action.
- Board President, manager and any designated support staff prepare Alert Now/Blackboard Connect telephone message and E-mail message.
- Board President notifies Mirus Secondary School 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 resource centers are not in session, it may be necessary to call employees at home.
- Callers must report to the Board President 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 managers and employees regardless of the day of the week or the time of day or evening. It is important that managers 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 Board President 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. 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 a Mirus 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 the RC and can arrive in the shortest amount of time.

Contact the Mirus 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.

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.

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 (First 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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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
- Footy handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Redictive 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



VA

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

- ☐ Female
- ☐ Male
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Creaking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Enthusiastic
- ☐ Laughter
- ☐ Lip
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Sutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Obese noises
- ☐ Scoot
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Faked message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:

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 (shrubby, 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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
 - 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- **Hide** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

- b. **Law Enforcement:** If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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 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 oft**

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.

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Charter School 's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

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

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

c) Unlawfully possessed, used, 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 pupil.

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

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

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical

violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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 pupil:

- 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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.**

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended

pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

- 1. The date and place of the expulsion hearing;**
- 2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;**
- 3. A copy of 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 pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five calendar days' notice of his/her scheduled testimony, (b) have up to two (2) adult support

persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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:

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

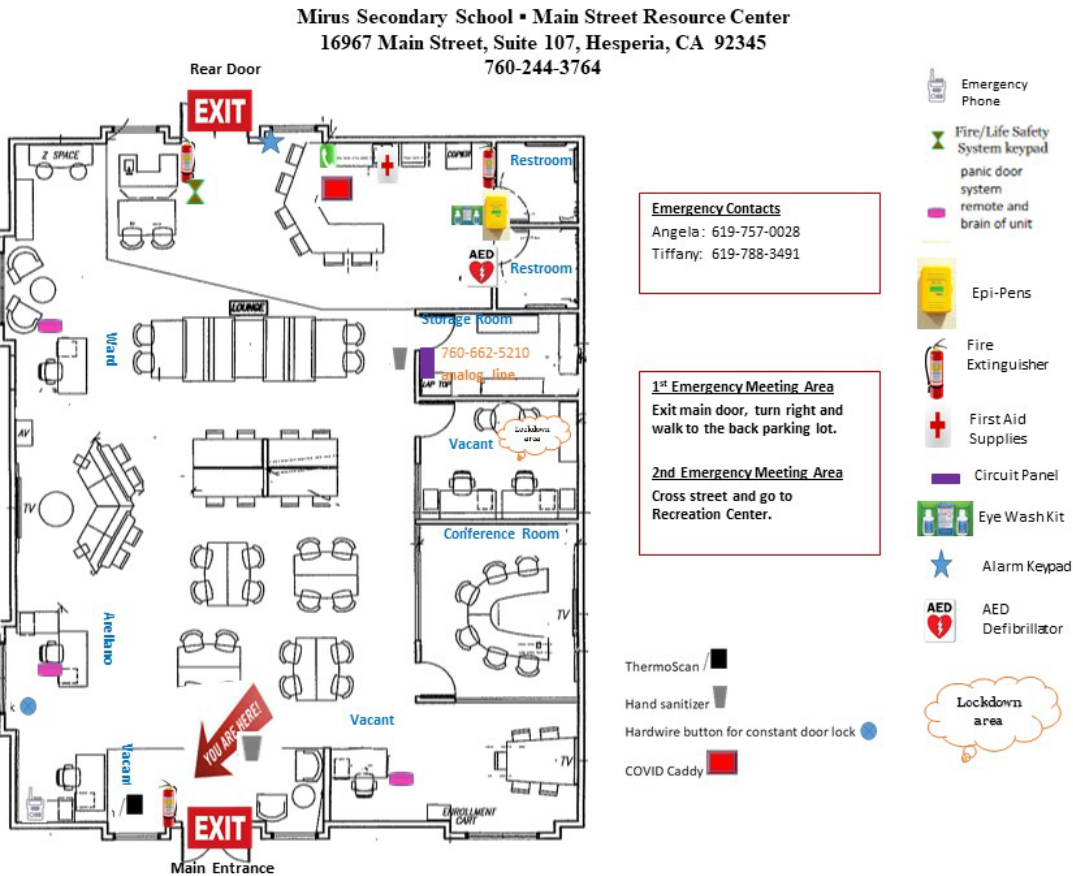
Main Street: 16967 Main Street, Ste. 107, Hesperia, CA 92345

Cross Street: E Avenue

Meeting Area: Back Parking Lot to the Recreation Center across the Street



Main Street Plan



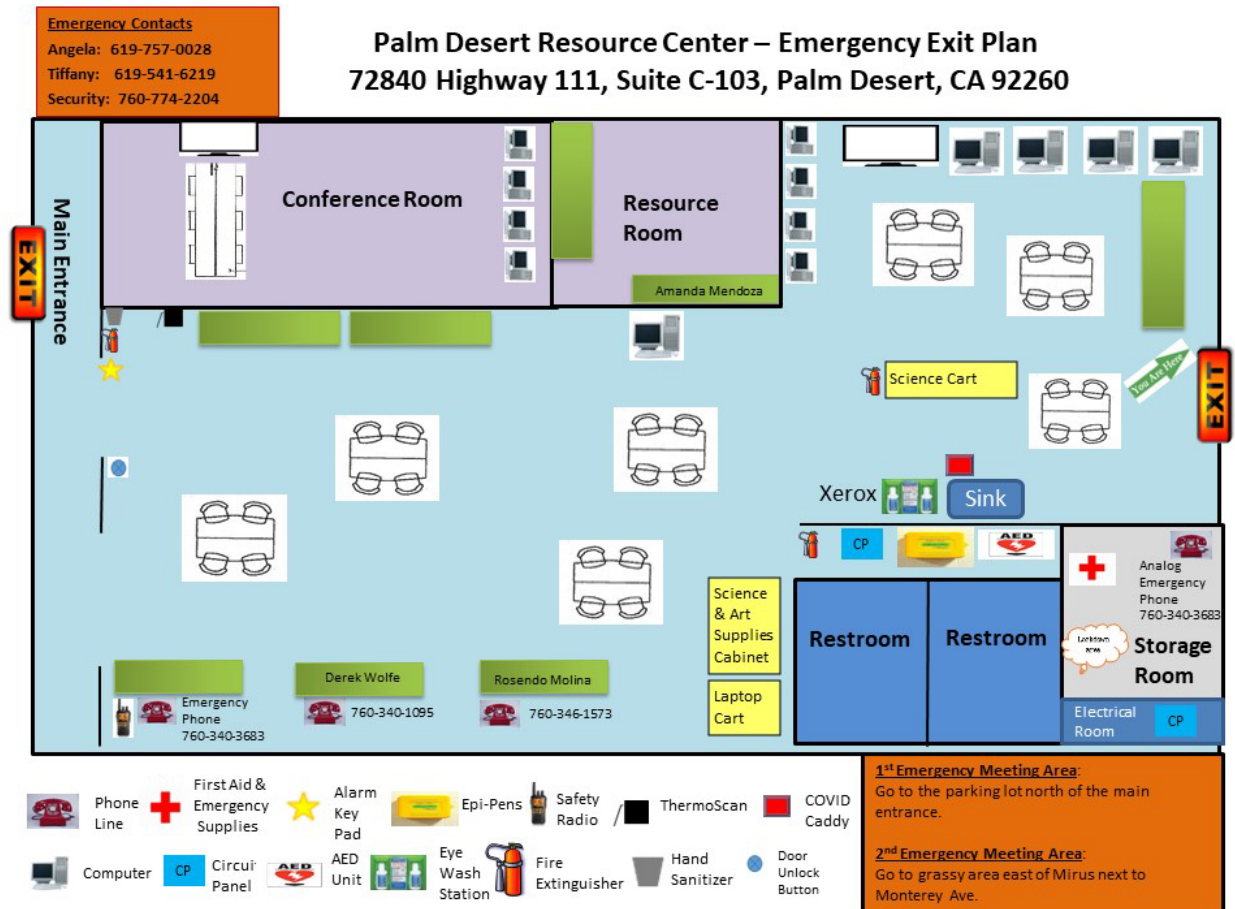
Palm Desert: 72840 Highway 111, Suite C-103, Palm Desert, CA 92260

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

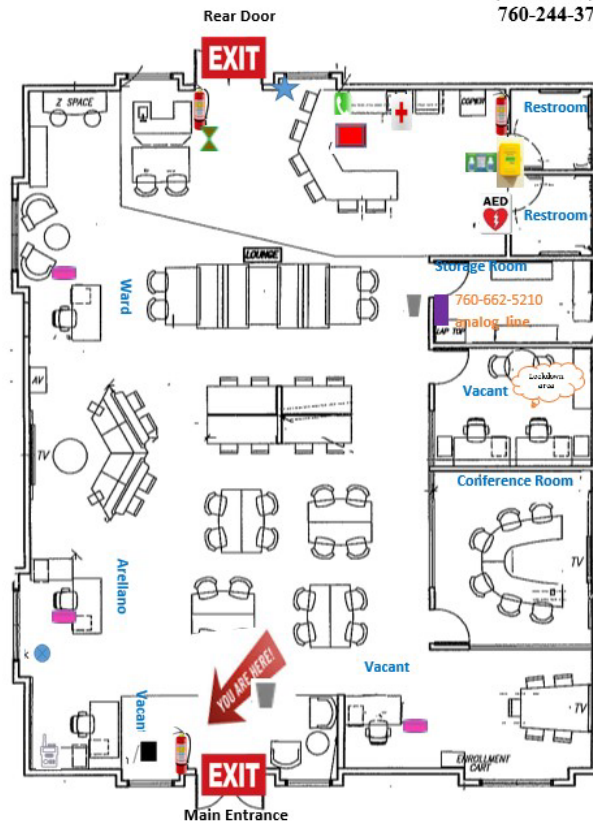
Cross Street: Topaz Street

Meeting Area: Back Parking Lot Behind Suite, Out Front Between the Palm Trees in the Parking Lot



Topaz Plan

Mirus Secondary School • Main Street Resource Center 16967 Main Street, Suite 107, Hesperia, CA 92345 760-244-3764



Emergency Contacts
Angela : 619-757-0028
Tiffany: 619-788-3491

1st Emergency Meeting Area
Exit main door, turn right and walk to the back parking lot.

2nd Emergency Meeting Area
Cross street and go to Recreation Center.

ThermoScan /

Hand sanitizer

Hardwire button for constant door lock

COVID Caddy

Emergency Phone

Fire/Life Safety System keypad
panic door system
remote and brain of unit

Epi-Pens

Fire Extinguisher

First Aid Supplies

Circuit Panel

Eye Wash Kit

Alarm Keypad

AED Defibrillator

Lockdown area

Safety Ambassadors 2022-2023

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	Rosendo Molina
Topaz	Janice Cucio/Karen Miranda

Updated July 2022

Comprehensive Safety Plan

Audeo
Charter School
NONPROFIT CORPORATION

Sweetwater
SECONDARY SCHOOL
2022-2023 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 Sweetwater Secondary School.

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.

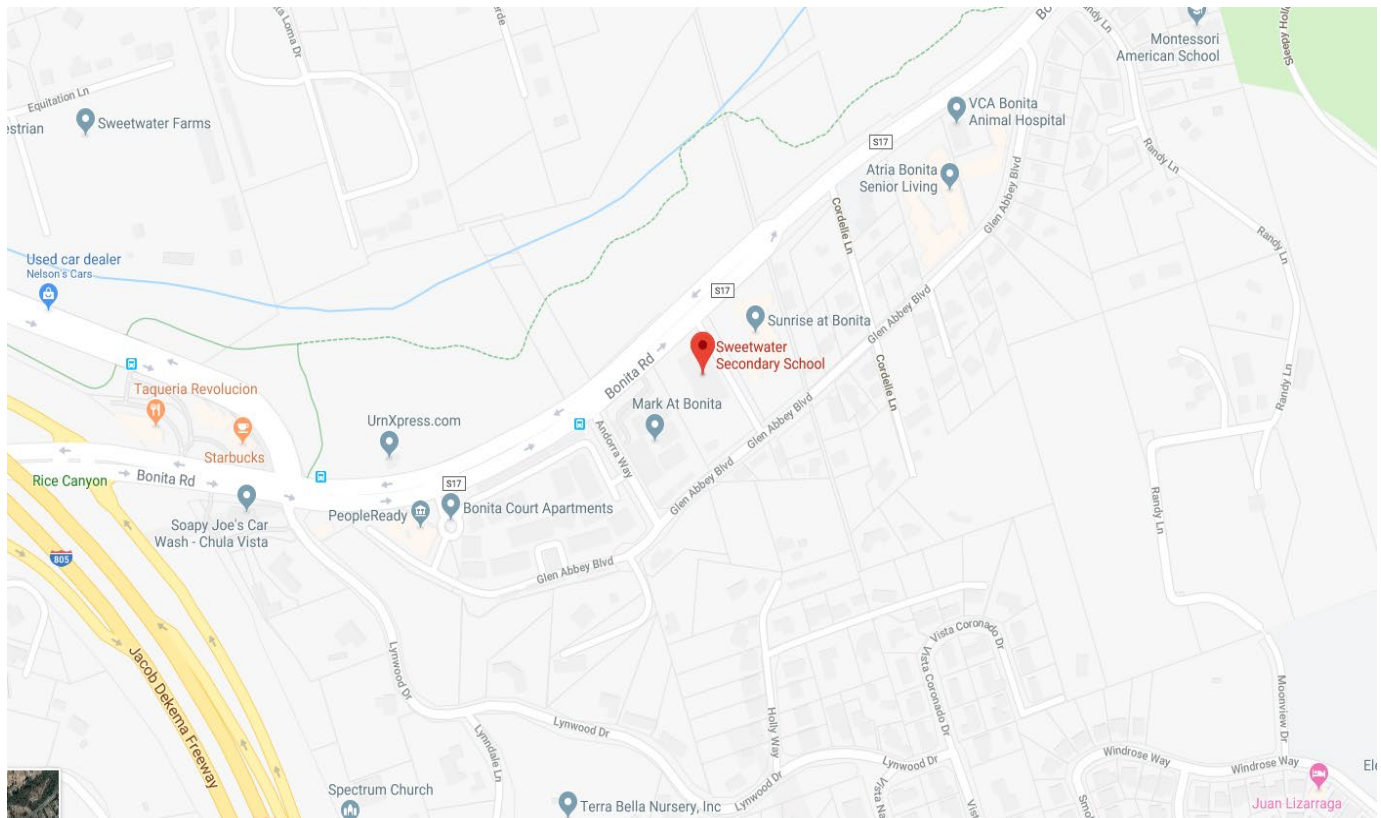
It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another’s life.

SECTION TWO

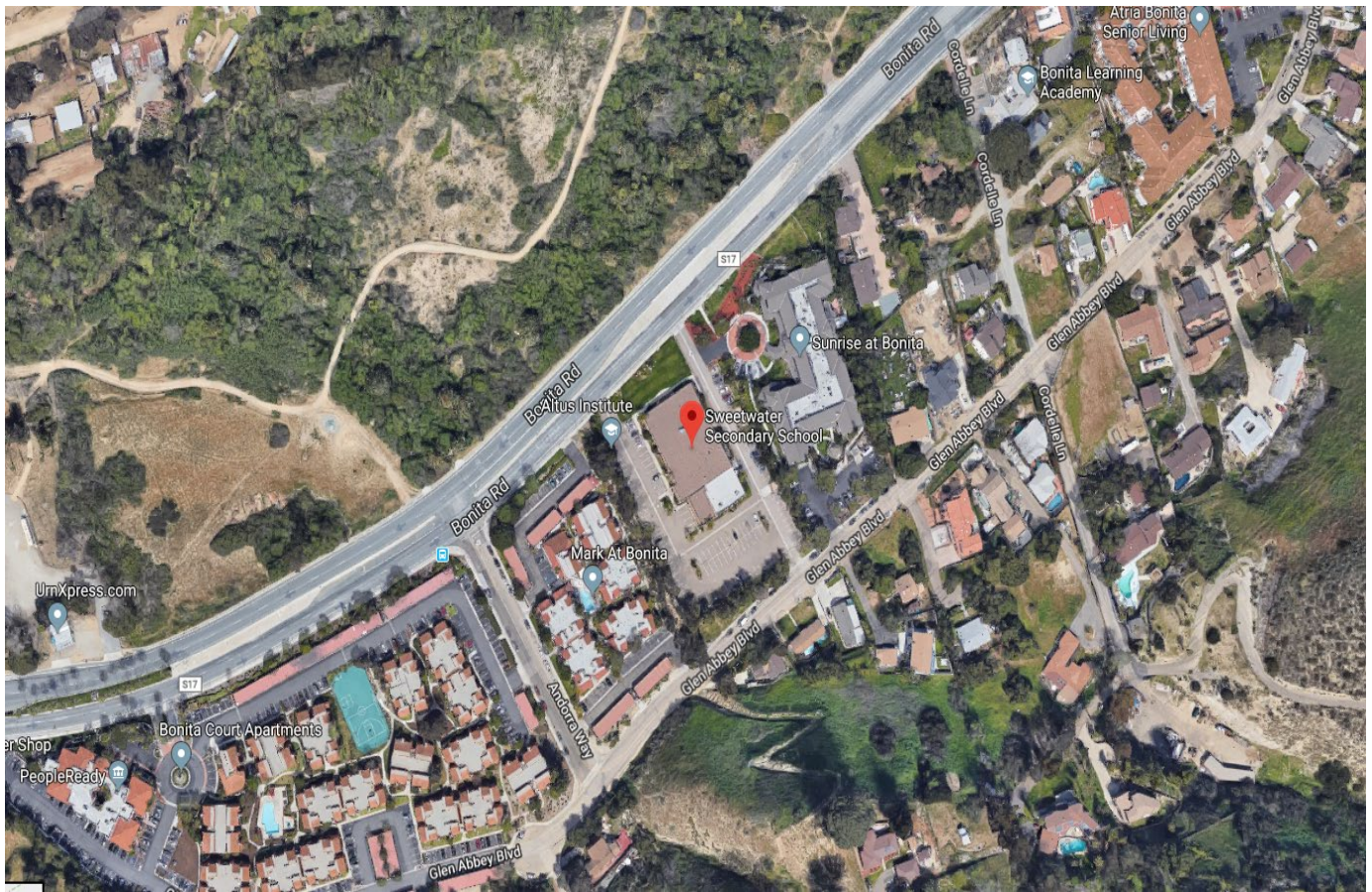
Sweetwater Secondary School Office/Resource Centers Information and Street Map

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**

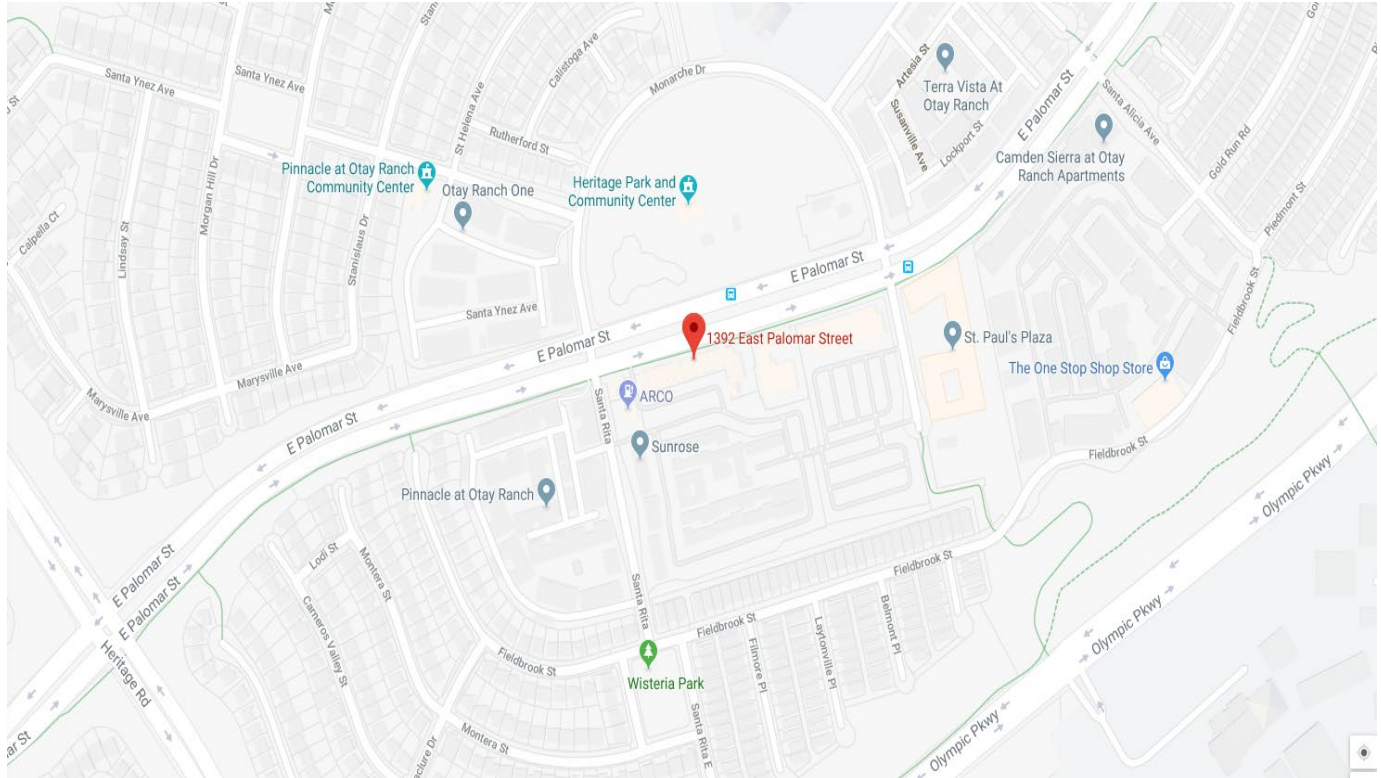


Bonita Aerial Map

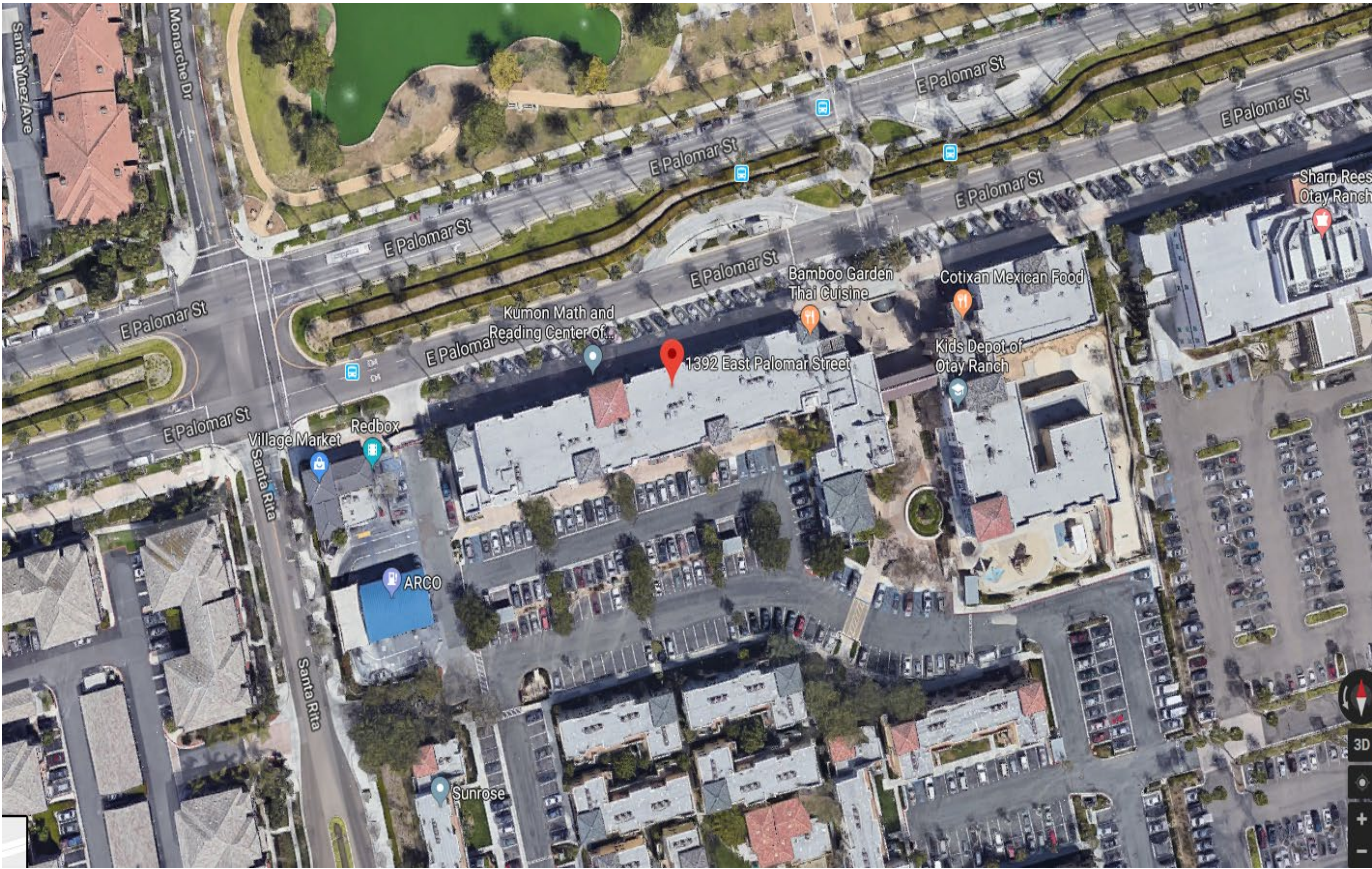


Location

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



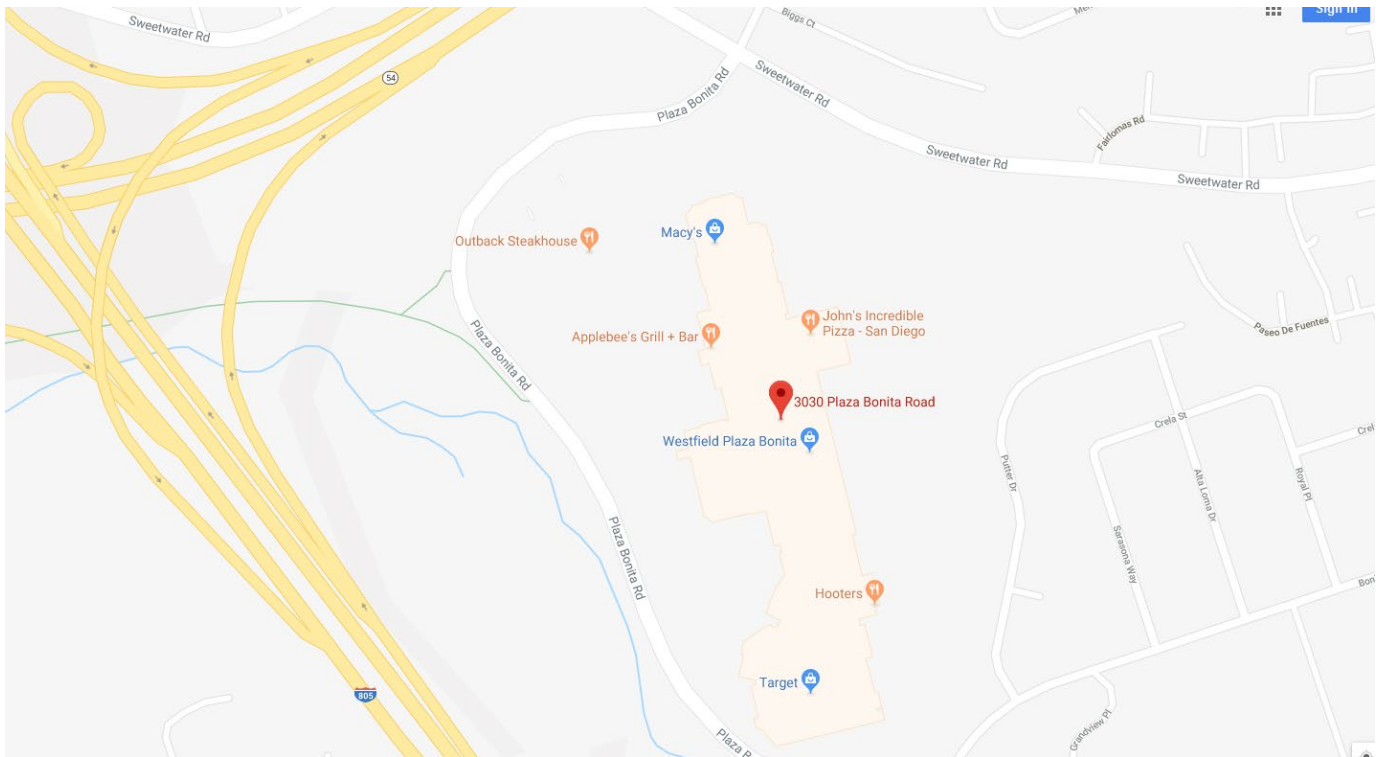
Location

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**

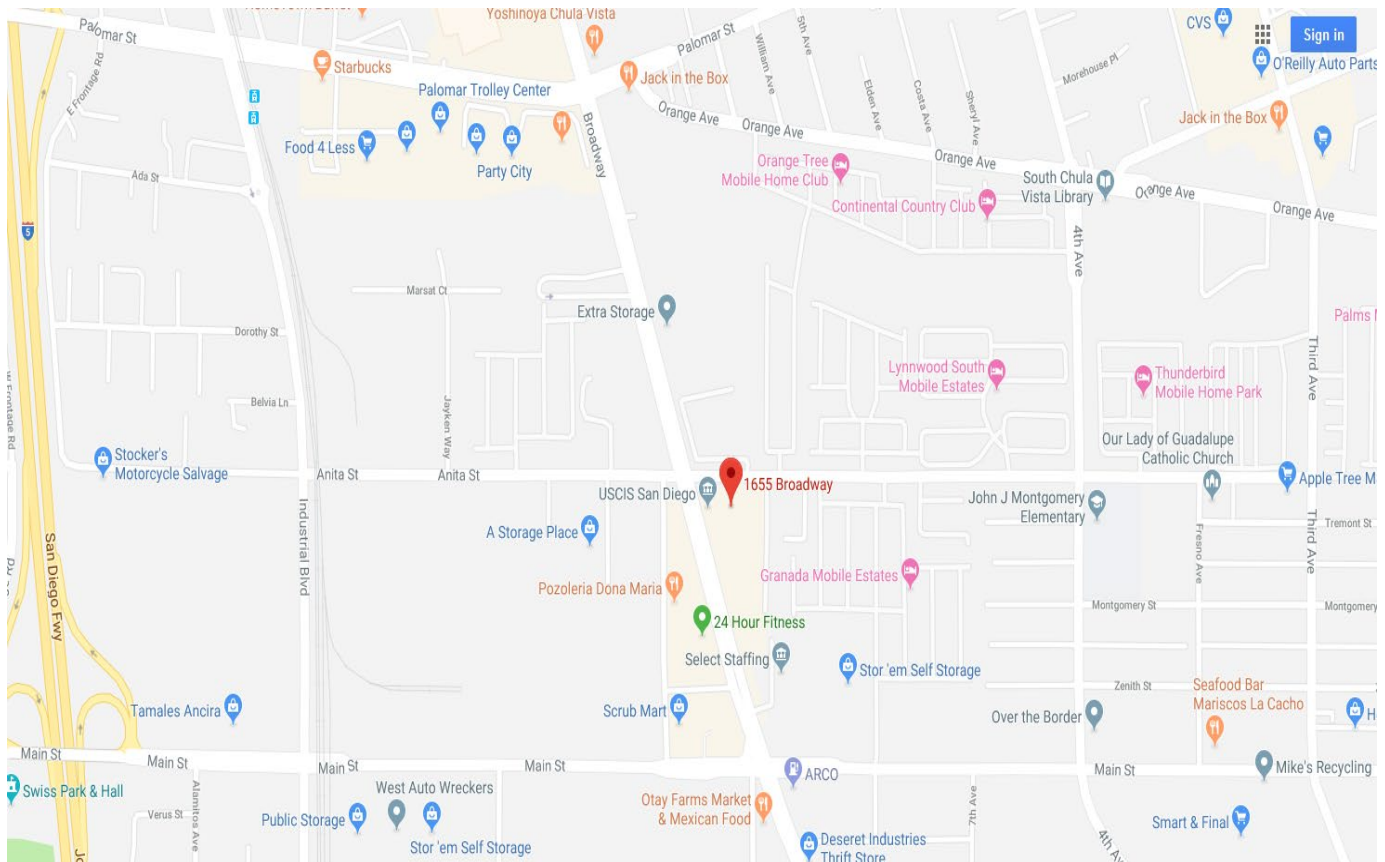
RC Public Phone Number: **858-249-7019**

RC Fax Number: **619-476-0276**

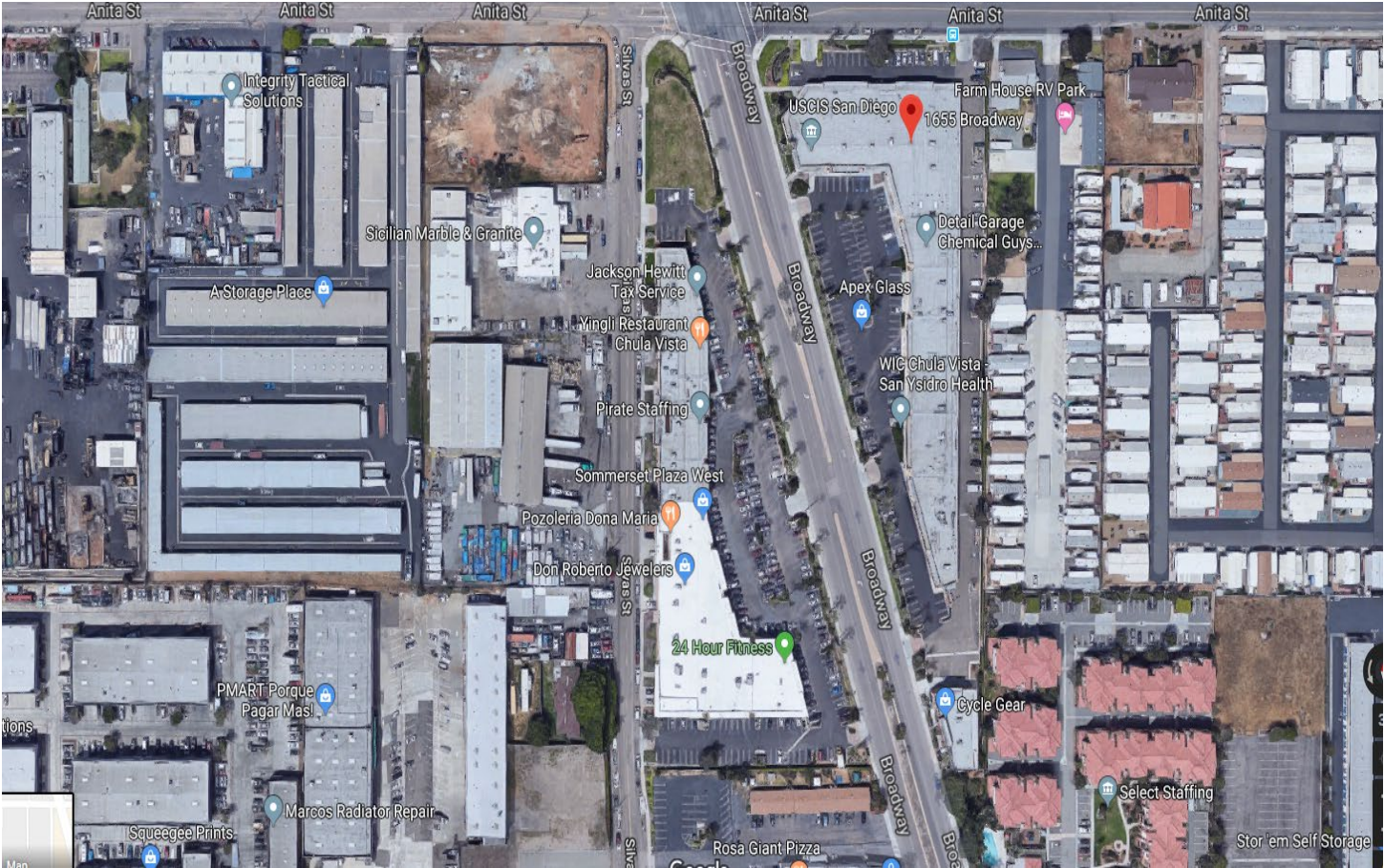


Plaza Bonita Aerial Map



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 Sweetwater Secondary School the crime data indicates that there have been no incidents of the last two years. SSS 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.

	2021yr	Rate	2022yr	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	2021yr	358	2022yr	330	

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.

LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Sweetwater 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:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President 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.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>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.</i>

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. Sweetwater Secondary School 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, Sweetwater Secondary School 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

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 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

Sweetwater Secondary School Communications Plan is designed to supplement urgent or emergency e-mail communications to faculty and staff.

	<u>Emergency RC Call to Central</u>
	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

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President notifies Sweetwater Secondary School 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 President office by e-mail (mbixby@audiocharterschool.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 President or designee may activate the school-wide ParentSquare system. ParentSquare allows Sweetwater Secondary School administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. ParentSquare allows Sweetwater Secondary School 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 a Sweetwater Secondary School 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 Sweetwater Secondary School 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:

- X If imminent risk, call 911.
- X Send for immediate help (First 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.

<p>Telephone Bomb Threats</p> <ul style="list-style-type: none"> ▪ Remain calm/courteous. ▪ Read phone's visual display. ▪ Listen, don't interrupt. ▪ Keep caller talking. Pretend hearing difficulty. ▪ Notice details: background noises, voice description. ▪ Ask: When? Where? What? How? ▪ Don't touch any suspicious objects. <p style="text-align: center;">Call 911</p>	
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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 exact 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@dsa.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
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-sobered
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Crackling Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Dees	<input type="checkbox"/> Clear	
<input type="checkbox"/> Dees breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Flattered	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Fictive	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Usp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Humid		
<input type="checkbox"/> Haggard		
<input type="checkbox"/> Hapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other information:

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.

PRINCIPAL/SITE ADMINISTRATOR 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:

- 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 (knives, swords, etc.). These situations are unpredictable and evolve quickly.* Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

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

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 might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - 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 not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - and can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.

- **Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
 - 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. **Injuries:** Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- **Run** – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- **Hide** – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- **Fight** – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

- b. **Law Enforcement:** If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

- c. **Weapons:** If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

- d. **Ongoing Communication:** (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. **School Activities:** (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:

- _____
- _____
- _____
- _____
- _____

Audeo Charter School Corporation

SUSPENSION AND EXPULSION POLICY

Board Policy: 3110

Amended: February 16, 2022, December 7, 2022

This Pupil 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 describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions, involuntary removals, and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve

as Charter School ’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline 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 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 mandates 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 or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. 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).

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 pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) Willfully used force or violence upon the person of another, except self-defense.**
- c) Unlawfully possessed, used, 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 pupil.**
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.**
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.**
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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 pupils 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 pupils 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 pupils 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 pupil for the

purpose of having one or more of the effects listed in subparagraph (1) above.

“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(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

pupil:

- 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 pupil:

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

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

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

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

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 pupils 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 pupils 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 pupils 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 pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

iii. 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 pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (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 pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall

be subject to discipline pursuant to subdivision (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 pupil:

- 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to 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 pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Coordinator or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

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 an 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 pupil or 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 pupil 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 pupil confidentiality rules under the Family Educational Rights and Privacy Act (FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of 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 pupil.

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

- 2. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.**
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.**
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.**
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.**
- 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.**
- 7. If one or both 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 pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room**

by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A 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 pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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 pupil shall immediately be returned to his/her 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 pupil 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 Pupils/Alternative Education

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

O. Readmission or Admission of Previously Expelled Students

The decision to readmit a pupil or to admit a previously expelled pupil 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 pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The 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 to the Charter School during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon 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 alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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:

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

parent and 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 Sweetwater Secondary School 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

Sweetwater 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. Sweetwater 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 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 Sweetwater 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 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 2022-2023

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 Sweetwater Secondary School 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 Sweetwater Secondary School students and parents to help prepare all Sweetwater Secondary School students for a safer journey.

- 1. Every Sweetwater Secondary School 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 Sweetwater Secondary School 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

Sweetwater Secondary School is and will remain a safe place for students and adults.

Sweetwater 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 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 Sweetwater Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Sweetwater 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	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	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 Sweetwater 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 Sweetwater Secondary School 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 SWEETWATER SECONDARY SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Sweetwater Secondary School Safety Coordinator	619-757-0028	858-678-2045 Business Office
Sweetwater Secondary School 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 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.

Bonita RC/Bonita Training, Research and Development Center (Bonita):

3252 Bonita Road, Chula Vista, CA 91910

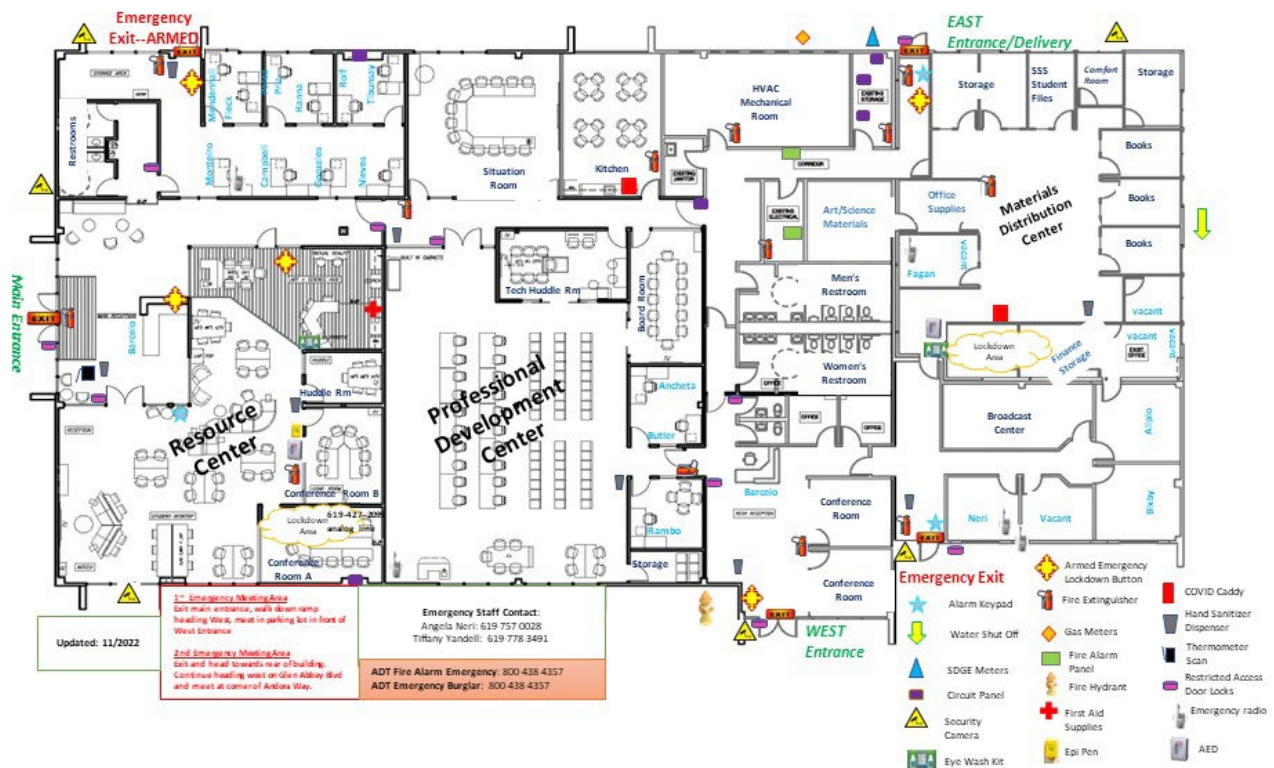
Cross Street: Andorra Way

Emergency Meeting Area: Front of Building Next to Flag Pole to Vons in Bonita



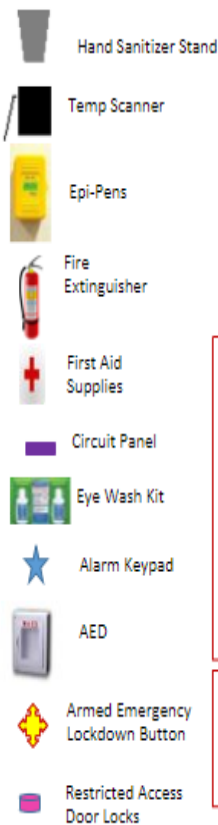
Bonita Plan

Sweetwater Secondary School
3252 Bonita Road, Chula Vista, CA 91910
858-249-7019



Bonita RC Plan

Sweetwater Secondary School
 Bonita Resource Center
 3252 Bonita Road
 Chula Vista, CA 91910
 858-249-7019



1st Emergency Meeting Area

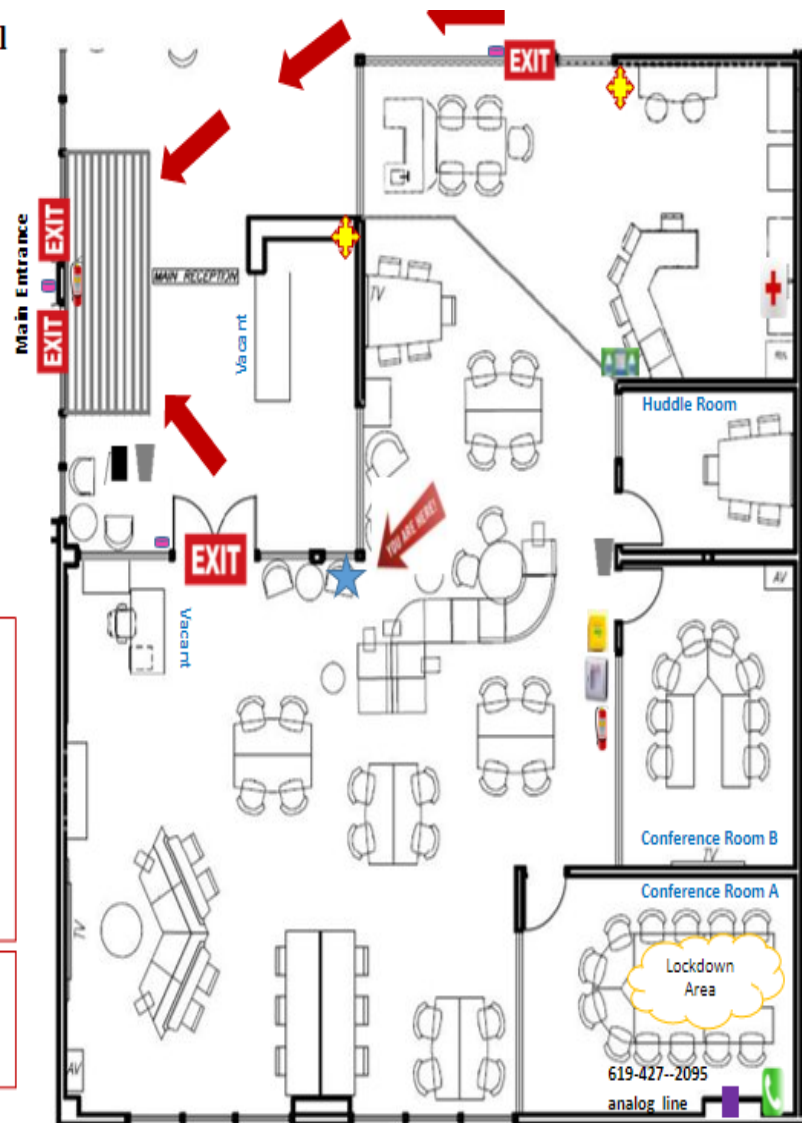
Exit main entrance, walk down ramp heading West, meet in parking lot in front of West Entrance

2nd Emergency Meeting Area

Exit and head towards rear of building. Continue heading west on Glen Abbey Blvd and meet at corner of Andora Way.

Emergency Contacts

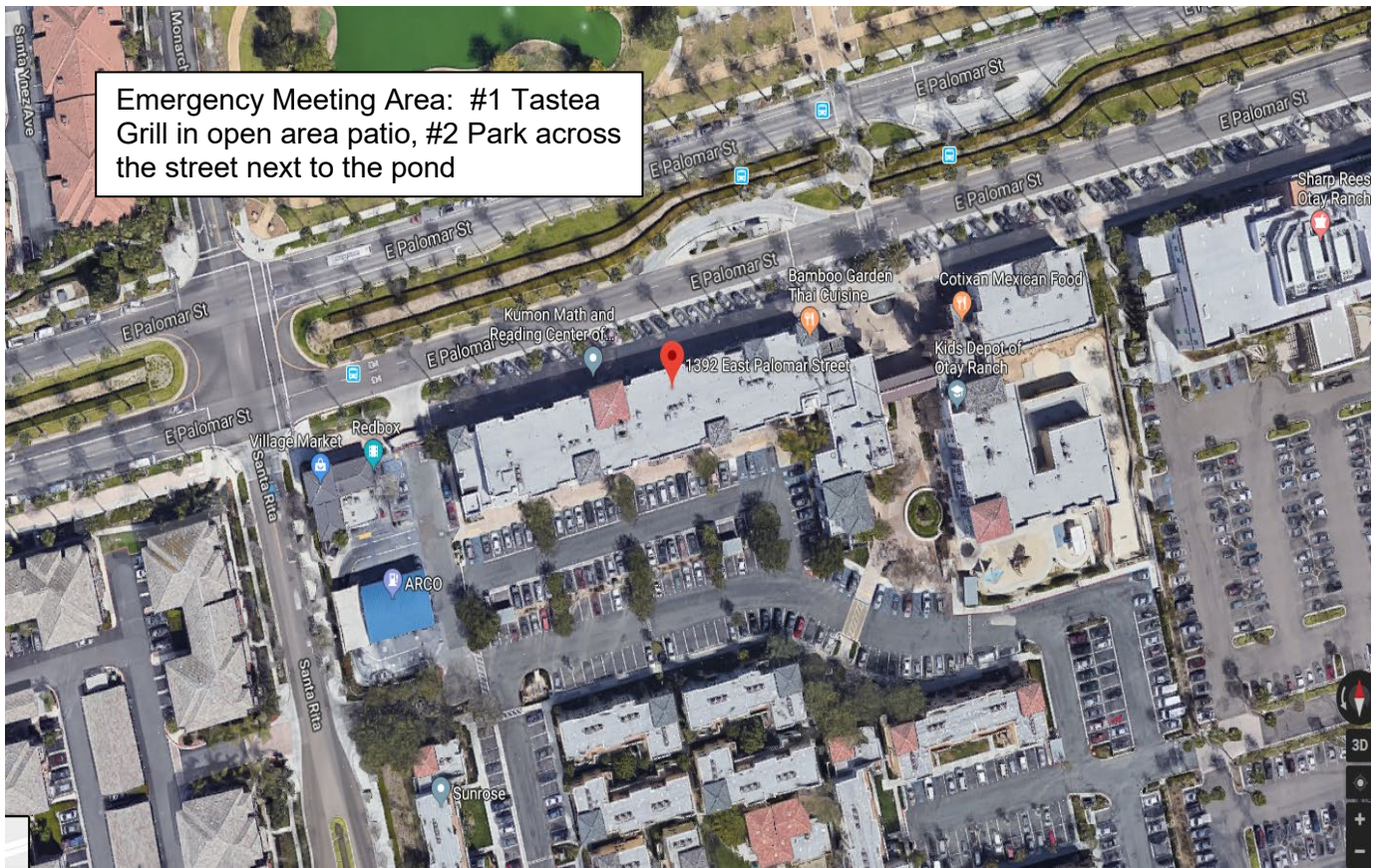
Angela : 619-757-0028
 Tiffany: 619-788-3491



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

Sweetwater Secondary School – Heritage Plaza Resource Center
1392 East Palomar Street, Suite 202, Chula Vista, CA 91913

1st Emergency Meeting Area

Exit main door, turn left and walk down sidewalk and meet in front of Tastea Grill in open area of patio.

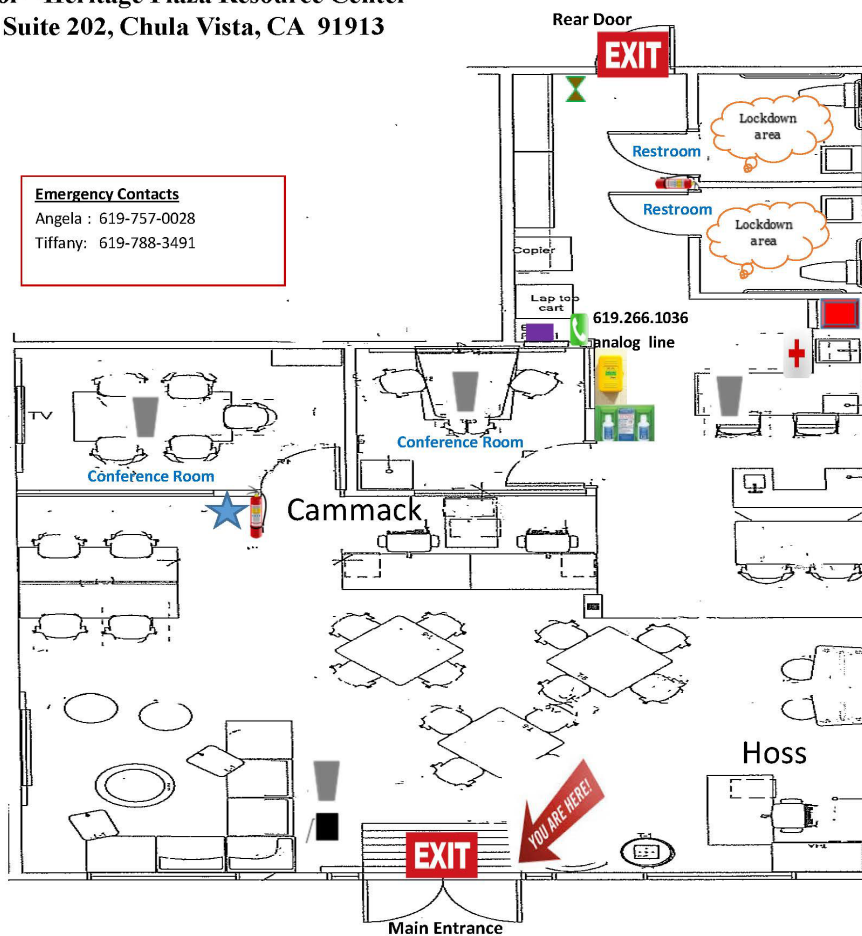
2nd Emergency Meeting Area

Exit main door, cross street using cross walk. Meet at the Park across the street next to the Pond.

Emergency Contacts

Angela : 619-757-0028
 Tiffany: 619-788-3491

-  Hand sanitizer
-  Thermoscan
-  Covid Caddy
-  AED
-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  Lockdown Area



Plaza Bonita: 3030 Plaza Bonita Road, National City, CA 91950

Cross Street: Sweetwater Road

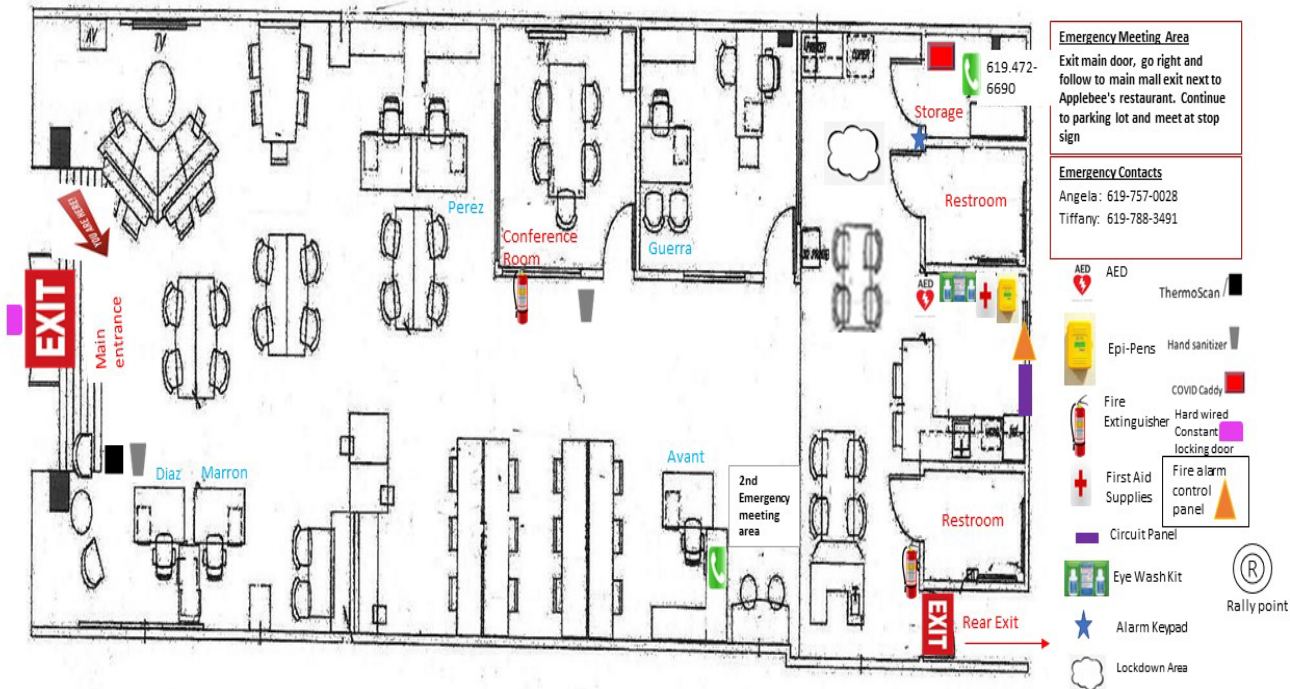
Emergency Meeting Area: Exit Near Applebee's Side Parking Lot then to the Stop Sign



Plaza Bonita Plan

Plaza Bonita Resource Center
3030 Plaza Bonita Road, Suite 1000, National City 91950

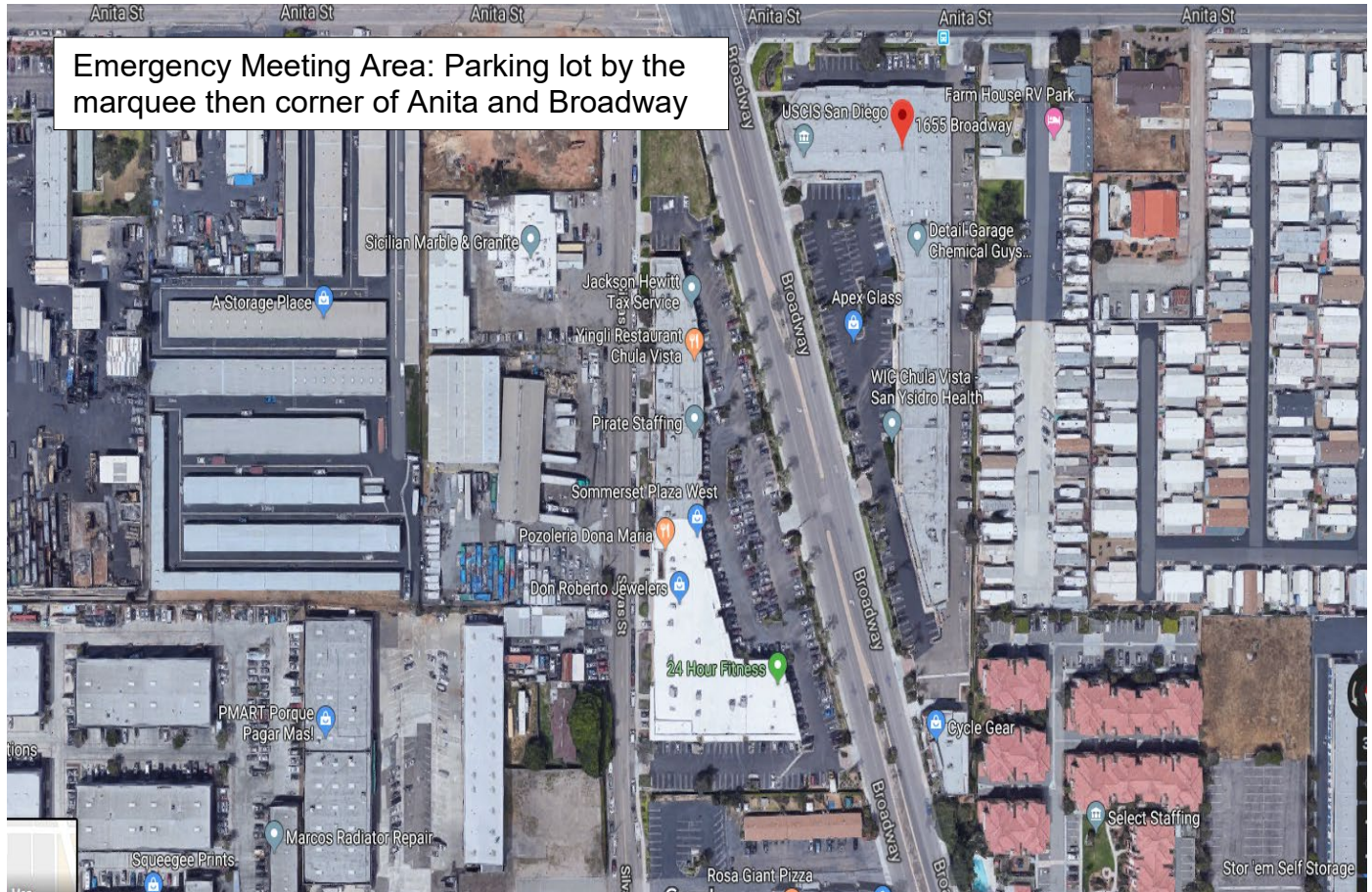
Parking lot near Macy's & Nordstrom Rack



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

**Sweetwater Secondary School
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.

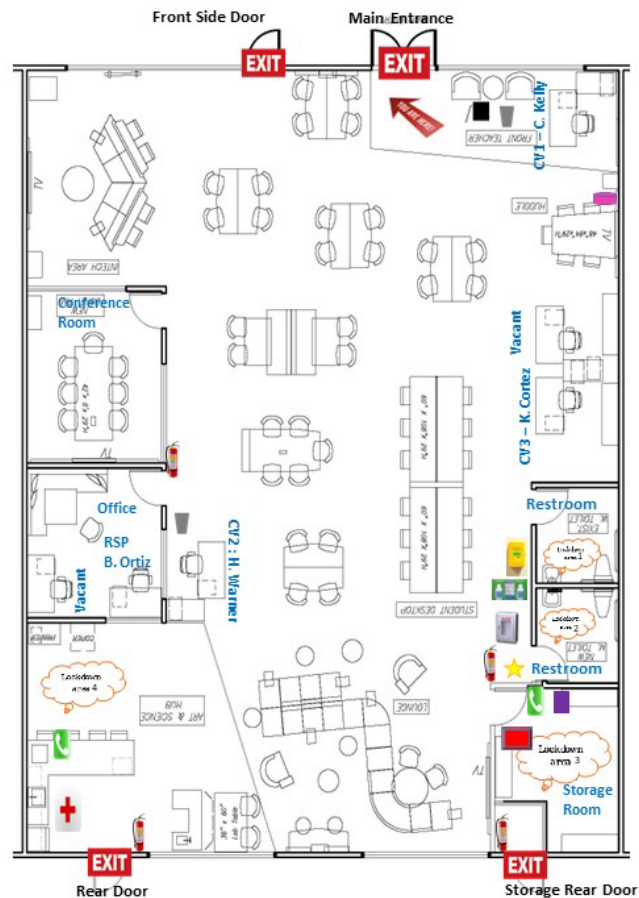
2nd Emergency Meeting Area
Exit rear door, go left out the door, head towards Anita Street Meet on corner of Anita and Broadway (near mechanic)

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



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 Sweetwater Secondary School 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 Sweetwater Secondary School 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 Sweetwater Secondary School 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: _____

SWEETWATER SECONDARY SCHOOL 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:

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10.	Student Last Name:	Student First Name:	Student Signature:
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15.	Student Last Name:	Student First Name:	Student Signature:
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20.	Student Last Name:	Student First Name:	Student Signature:
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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.

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.

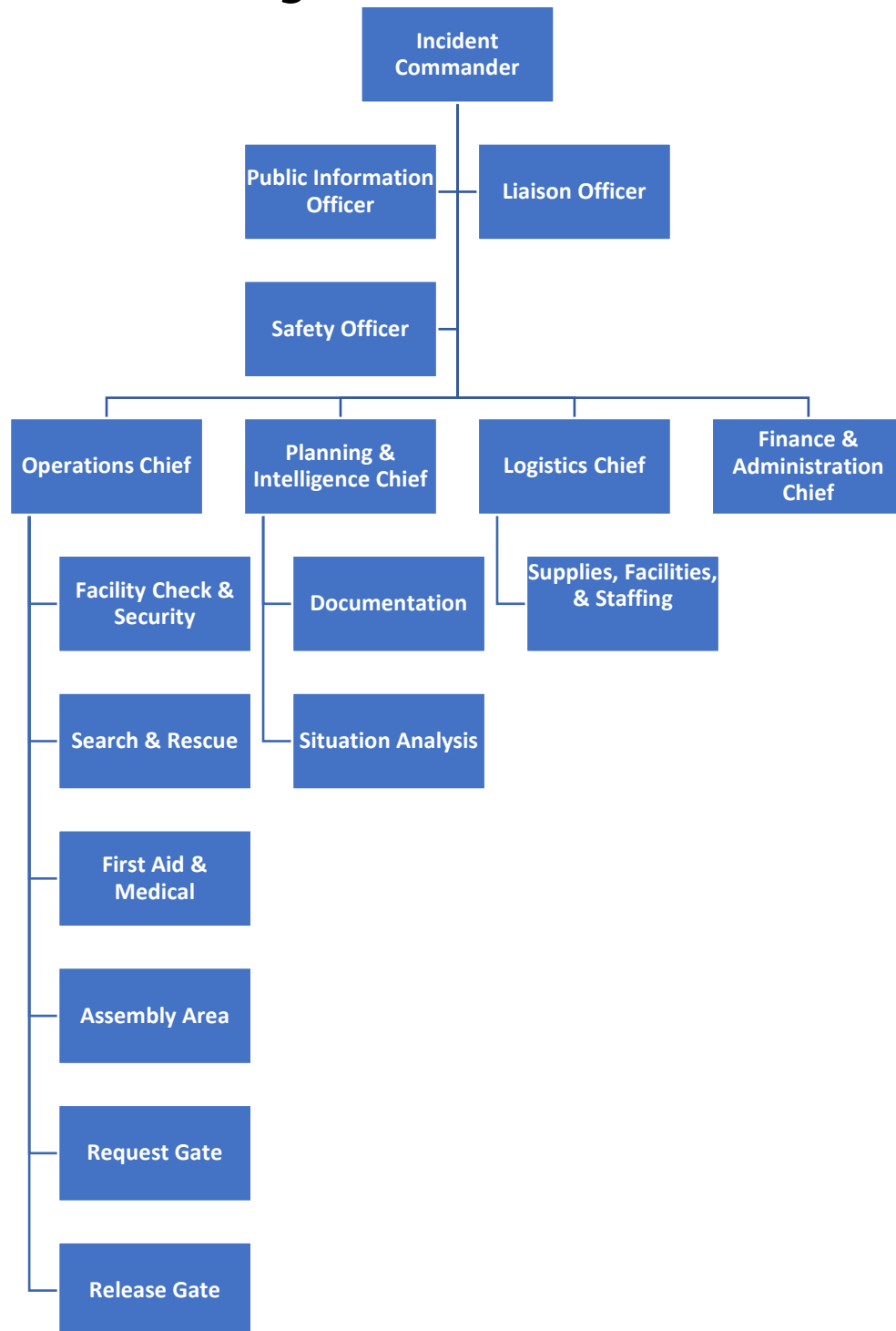
CONCLUSION

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:	<u>Incident Commander</u>
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:	<input type="checkbox"/> Hard hat (if available)
During Event:	<input type="checkbox"/> Monitor drills, exercises, and emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that responders use appropriate safety equipment. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as severe aftershocks, in all planning. <input type="checkbox"/> 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.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
- ☐ "*Absent*" if student was never in school that day.
- ☐ "*First Aid*" if student is in 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.

**Sweetwater Secondary School
RC/Facility Planning Teams
Safety Ambassadors*
2022-2023**

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 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 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
Bonita Training Center	Angela Neri/V. Monteiro
Bonita	Ellie Hanna
Heritage Plaza (Otay Ranch)	Matt Hoss
Plaza Bonita	Rebecca Diaz
Sommerset (Chula Vista)	Charlyn Kelly

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**
Reporting Period: First Interim

Charter School Name: Audeo Charter School II
(continued)
CDS #: 37-10371-0134577
Charter Approving Entity: San Diego COE
County: San Diego
Charter #: 1835
Fiscal Year: 2022-23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description		Object Code	Adopted Budget - July 1			Actuals thru 10/31			First Interim - Oct 31		
			Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES											
1. LCFF Sources											
State Aid - Current Year		8011	2,692,510.00		2,692,510.00	471,382.00		471,382.00	2,802,156.00		2,802,156.00
Education Protection Account State Aid - Current Year		8012	47,278.00		47,278.00	11,498.00		11,498.00	46,264.00		46,264.00
State Aid - Prior Years		8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes		8096			-			-			-
Other LCFF Transfers		8091, 8097			-			-			-
Total, LCFFSources			2,739,788.00	-	2,739,788.00	482,880.00	-	482,880.00	2,848,420.00	-	2,848,420.00
2. Federal Revenues											
Every Student Succeeds Act (Title I - V)		8290		219,814.00	219,814.00		188,903.53	188,903.53		239,263.00	239,263.00
Special Education - Federal		8181, 8182		33,054.00	33,054.00	-		-		48,574.00	48,574.00
Child Nutrition - Federal		8220			-			-			-
Donated Food Commodities		8221			-			-			-
Other Federal Revenues		8110, 8260-8299		285,211.00	285,211.00		43,237.77	43,237.77		123,542.00	123,542.00
Total, Federal Revenues			-	538,079.00	538,079.00	-	232,141.30	232,141.30	-	411,379.00	411,379.00
3. Other State Revenues											
Special Education - State		StateRevSE		245,240.00	245,240.00		56,380.00	56,380.00		236,466.00	236,466.00
All Other State Revenues		StateRevAO	395,064.00	382,878.00	777,942.00	877.90	20,546.00	21,423.90	52,683.00	237,022.00	289,705.00
Total, Other State Revenues			395,064.00	628,118.00	1,023,182.00	877.90	76,926.00	77,803.90	52,683.00	473,488.00	526,171.00
4. Other Local Revenues											
All Other Local Revenues		LocalRevAO	28,500.00		28,500.00	8,201.73		8,201.73	515,665.00	2,696.00	518,361.00
Total, Local Revenues			28,500.00	-	28,500.00	8,201.73	-	8,201.73	515,665.00	2,696.00	518,361.00
5. TOTAL REVENUES			3,163,352.00	1,166,197.00	4,329,549.00	491,959.63	309,067.30	801,026.93	3,416,768.00	887,563.00	4,304,331.00
B. EXPENDITURES											
1. Certificated Salaries											
Certificated Teachers' Salaries		1100	686,917.00	540,376.00	1,227,293.00	175,175.73	170,881.28	346,057.01	722,754.00	437,901.00	1,160,655.00
Certificated Pupil Support Salaries		1200	120,020.00	36,401.00	156,421.00	24,542.78	15,031.13	39,573.91	82,462.00	45,913.00	128,375.00
Certificated Supervisors' and Administrators' Salaries		1300	101,954.00	16,690.00	118,644.00	22,313.99	24,993.89	47,307.88	102,548.00	42,334.00	144,882.00
Other Certificated Salaries		1900	31,957.00	78,049.00	110,006.00	(0.00)	5,948.80	5,948.80	108,750.00	5,949.00	114,699.00
Total, Certificated Salaries			940,848.00	671,516.00	1,612,364.00	222,032.50	216,855.10	438,887.60	1,016,514.00	532,097.00	1,548,611.00
2. Non-certificated Salaries											
Non-certificated Instructional Aides' Salaries		2100	-	-	-			-			-
Non-certificated Support Salaries		2200	13,749.00		13,749.00	2,232.20	342.00	2,574.20	6,845.00	1,026.00	7,871.00
Non-certificated Supervisors' and Administrators' Sal.		2300	23,127.00	-	23,127.00	17,138.62	1,997.86	19,136.48	60,951.00	2,752.00	63,703.00
Clerical and Office Salaries		2400	179,390.00	-	179,390.00	50,602.17	3,705.35	54,307.52	171,093.00	4,146.00	175,239.00
Other Non-certificated Salaries		2900	5,386.00	-	5,386.00	1,820.32	-	1,820.32	5,543.00	-	5,543.00
Total, Non-certificated Salaries			221,652.00	-	221,652.00	71,793.31	6,045.21	77,838.52	244,432.00	7,924.00	252,356.00
3. Employee Benefits											
STRS		3101-3102	184,095.00	123,866.00	307,961.00	43,242.09	41,504.88	84,746.97	198,383.00	100,808.00	299,191.00
PERS		3201-3202	50,398.00	5,835.00	56,233.00	17,052.44	976.05	18,028.49	56,343.00	2,659.00	59,002.00
OASDI / Medicare / Alternative		3301-3302	29,615.00	10,721.00	40,336.00	8,460.87	3,499.41	11,960.28	32,358.00	8,234.00	40,592.00
Health and Welfare Benefits		3401-3402	361,900.00	145,052.00	506,952.00	76,081.82	46,816.13	122,897.95	329,660.00	108,857.00	438,517.00
Unemployment Insurance		3501-3502	5,812.00	3,358.00	9,170.00	1,469.13	1,114.55	2,583.68	6,305.00	2,700.00	9,005.00
Workers' Compensation Insurance		3601-3602	12,969.00	7,572.00	20,541.00	3,486.74	2,645.72	6,132.46	14,882.00	6,405.00	21,287.00
OPEB, Allocated		3701-3702			-			-			-
OPEB, Active Employees		3751-3752			-			-			-
Other Employee Benefits		3901-3902			-			-			-
Total, Employee Benefits			644,789.00	296,404.00	941,193.00	149,793.09	96,556.74	246,349.83	637,931.00	229,663.00	867,594.00
4. Books and Supplies											
Approved Textbooks and Core Curricula Materials		4100	4,550.00	10,950.00	15,500.00	-	202.93	202.93	6,057.00	9,943.00	16,000.00
Books and Other Reference Materials		4200	6,022.00	1,478.00	7,500.00	-	327.94	327.94	7,172.00	328.00	7,500.00
Materials and Supplies		4300	38,181.00	23,886.00	62,067.00	27,065.83	2,524.47	29,590.30	50,657.00	15,337.00	65,994.00
Noncapitalized Equipment		4400	10,070.00	5,500.00	15,570.00			-	14,700.00	1,800.00	16,500.00
Food		4700	1,500.00	1,500.00	3,000.00	-	707.82	707.82	2,300.00	1,200.00	3,500.00
Total, Books and Supplies			60,323.00	43,314.00	103,637.00	27,065.83	3,763.16	30,828.99	80,886.00	28,608.00	109,494.00
5. Services and Other Operating Expenditures											
Subagreements for Services		5100	-	-	-			-			-
Travel and Conferences		5200	22,203.00	13,708.00	35,911.00	2,424.25	3,489.50	5,913.75	30,919.77	9,714.00	40,633.77
Dues and Memberships		5300	11,750.00	500.00	12,250.00	5,642.75	1,600.54	7,243.29	12,175.60	284.00	12,459.60
Insurance		5400	30,410.00	100.00	30,510.00	24,270.32	60.16	24,330.48	30,570.00	100.00	30,670.00
Operations and Housekeeping Services		5500	36,108.00	42,247.00	78,355.00	12,459.22	13,556.00	26,015.22	57,454.31	27,326.00	84,780.31
Rentals, Leases, Repairs, and Noncap. Improvements		5600	315,481.00	10,014.00	325,495.00	119,201.52	339.50	119,541.02	338,193.00	1,200.00	339,393.00
Transfers of Direct Costs		5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.		5800	203,679.00	329,502.00	533,181.00	55,545.69	149,648.97	205,194.66	280,362.98	302,682.00	583,044.98
Communications		5900	16,717.00	28,333.00	45,050.00	569.92	3,287.48	3,853.40	34,883.56	9,918.78	44,802.34
Total, Services and Other Operating Expenditures			636,348.00	424,404.00	1,060,752.00	220,113.67	171,982.15	392,095.82	784,559.22	351,224.78	1,135,784.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)											
Land and Land Improvements		6100-6170			-			-			-
Buildings and Improvements of Buildings		6200			-			-			-
Books and Media for New School Libraries or Major					-			-			-
Expansion of School Libraries		6300			-			-			-
Equipment		6400			-			-			-
Equipment Replacement		6500			-			-			-
Depreciation Expense (for accrual basis only)		6900	172,275.00		172,275.00	57,424.96		57,424.96	172,275.00		172,275.00
Total, Capital Outlay			172,275.00	-	172,275.00	57,424.96	-	57,424.96	172,275.00	-	172,275.00

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			First Interim - Oct 31		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Transfers of Indirect Costs	7300-7399			-	(9,593.11)	9,593.11	-	(14,019.00)	14,019.00	-
Debt Service:										
Interest	7438	1,200.00		1,200.00			-	3,000.00		3,000.00
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		1,200.00	-	1,200.00	(9,593.11)	9,593.11	-	(11,019.00)	14,019.00	3,000.00
8. TOTAL EXPENDITURES		2,677,435.00	1,435,638.00	4,113,073.00	738,630.25	504,795.47	1,243,425.72	2,925,578.22	1,163,535.78	4,089,114.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		485,917.00	(269,441.00)	216,476.00	(246,670.62)	(195,728.17)	(442,398.79)	491,189.78	(275,972.78)	215,217.00
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(257,918.00)	257,918.00	-			-	(254,045.78)	254,045.78	-
4. TOTAL OTHER FINANCING SOURCES / USES		(257,918.00)	257,918.00	-	-	-	-	(254,045.78)	254,045.78	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		227,999.00	(11,523.00)	216,476.00	(246,670.62)	(195,728.17)	(442,398.79)	237,144.00	(21,927.00)	215,217.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,489,406.00	54,096.00	2,543,502.00	2,168,948.45	55,453.88	2,224,402.33	2,168,948.45	55,453.88	2,224,402.33
b. Adjustments to Beginning Balance	9793, 9795			-			-			-
c. Adjusted Beginning Balance		2,489,406.00	54,096.00	2,543,502.00	2,168,948.45	55,453.88	2,224,402.33	2,168,948.45	55,453.88	2,224,402.33
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,717,405.00	42,573.00	2,759,978.00	1,922,277.83	(140,274.29)	1,782,003.54	2,406,092.45	33,526.88	2,439,619.33
Components of Ending Fund Balance (Modified Accrual Basis only)										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790			-			-			-
3 Components of Ending Net Position (Accrual Basis only)										
a. Net Investment in Capital Assets	9796	305,083.00		305,083.00	419,932.00		419,932.00	305,082.00		305,082.00
b. Restricted Net Position	9797		42,573.00	42,573.00		(140,274.29)	(140,274.29)		33,526.88	33,526.88
c. Unrestricted Net Position	9791	2,412,322.00	-	2,412,322.00	1,502,345.83	-	1,502,345.83	2,101,010.45	-	2,101,010.45

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**
Reporting Period:

Charter School Name: Audeo Charter School II
(continued)
CDS #: 37-10371-0134577
Charter Approving Entity: San Diego COE
County: San Diego
Charter #: 1835
Fiscal Year: 2022-23

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,692,510.00	471,382.00	2,802,156.00	109,646.00	4.07%
Education Protection Account State Aid - Current Year	8012	47,278.00	11,498.00	46,264.00	(1,014.00)	-2.14%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	-	-	-	-	
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		2,739,788.00	482,880.00	2,848,420.00	108,632.00	3.96%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	219,814.00	188,903.53	239,263.00	19,449.00	8.85%
Special Education - Federal	8181, 8182	33,054.00	-	48,574.00	15,520.00	46.95%
Child Nutrition - Federal	8220	-	-	-	-	
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	285,211.00	43,237.77	123,542.00	(161,669.00)	-56.68%
Total, Federal Revenues		538,079.00	232,141.30	411,379.00	(126,700.00)	-23.55%
3. Other State Revenues						
Special Education - State	StateRevSE	245,240.00	56,380.00	236,466.00	(8,774.00)	-3.58%
All Other State Revenues	StateRevAO	777,942.00	21,423.90	289,705.00	(488,237.00)	-62.76%
Total, Other State Revenues		1,023,182.00	77,803.90	526,171.00	(497,011.00)	-48.58%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	28,500.00	8,201.73	518,361.00	489,861.00	1718.81%
Total, Local Revenues		28,500.00	8,201.73	518,361.00	489,861.00	1718.81%
5. TOTAL REVENUES						
		4,329,549.00	801,026.93	4,304,331.00	(25,218.00)	-0.58%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,227,293.00	346,057.01	1,160,655.00	(66,638.00)	-5.43%
Certificated Pupil Support Salaries	1200	156,421.00	39,573.91	128,375.00	(28,046.00)	-17.93%
Certificated Supervisors' and Administrators' Salaries	1300	118,644.00	47,307.88	144,882.00	26,238.00	22.11%
Other Certificated Salaries	1900	110,006.00	5,948.80	114,699.00	4,693.00	4.27%
Total, Certificated Salaries		1,612,364.00	438,887.60	1,548,611.00	(63,753.00)	-3.95%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	
Non-certificated Support Salaries	2200	13,749.00	2,574.20	7,871.00	(5,878.00)	-42.75%
Non-certificated Supervisors' and Administrators' Sal.	2300	23,127.00	19,136.48	63,703.00	40,576.00	175.45%
Clerical and Office Salaries	2400	179,390.00	54,307.52	175,239.00	(4,151.00)	-2.31%
Other Non-certificated Salaries	2900	5,386.00	1,820.32	5,543.00	157.00	2.91%
Total, Non-certificated Salaries		221,652.00	77,838.52	252,356.00	30,704.00	13.85%
3. Employee Benefits						
STRS	3101-3102	307,961.00	84,746.97	299,191.00	(8,770.00)	-2.85%
PERS	3201-3202	56,233.00	18,028.49	59,002.00	2,769.00	4.92%
OASDI / Medicare / Alternative	3301-3302	40,336.00	11,960.28	40,592.00	256.00	0.63%
Health and Welfare Benefits	3401-3402	506,952.00	122,897.95	438,517.00	(68,435.00)	-13.50%
Unemployment Insurance	3501-3502	9,170.00	2,583.68	9,005.00	(165.00)	-1.80%
Workers' Compensation Insurance	3601-3602	20,541.00	6,132.46	21,287.00	746.00	3.63%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		941,193.00	246,349.83	867,594.00	(73,599.00)	-7.82%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	15,500.00	202.93	16,000.00	500.00	3.23%
Books and Other Reference Materials	4200	7,500.00	327.94	7,500.00	-	0.00%
Materials and Supplies	4300	62,067.00	29,590.30	65,994.00	3,927.00	6.33%
Noncapitalized Equipment	4400	15,570.00	-	16,500.00	930.00	5.97%
Food	4700	3,000.00	707.82	3,500.00	500.00	16.67%
Total, Books and Supplies		103,637.00	30,828.99	109,494.00	5,857.00	5.65%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Budget Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Travel and Conferences	5200	35,911.00	5,913.75	40,633.77	4,722.77	13.15%
Dues and Memberships	5300	12,250.00	7,243.29	12,459.60	209.60	1.71%
Insurance	5400	30,510.00	24,330.48	30,670.00	160.00	0.52%
Operations and Housekeeping Services	5500	78,355.00	26,015.22	84,780.31	6,425.31	8.20%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	325,495.00	119,541.02	339,393.00	13,898.00	4.27%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	533,181.00	205,194.66	583,044.98	49,863.98	9.35%
Communications	5900	45,050.00	3,857.40	44,802.34	(247.66)	-0.55%
Total, Services and Other Operating Expenditures		1,060,752.00	392,095.82	1,135,784.00	75,032.00	7.07%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	172,275.00	57,424.96	172,275.00	-	0.00%
Total, Capital Outlay		172,275.00	57,424.96	172,275.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	1,200.00	-	3,000.00	1,800.00	150.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		1,200.00	-	3,000.00	1,800.00	150.00%
8. TOTAL EXPENDITURES		4,113,073.00	1,243,425.72	4,089,114.00	(23,959.00)	-0.58%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		216,476.00	(442,398.79)	215,217.00	(1,259.00)	-0.58%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		216,476.00	(442,398.79)	215,217.00	(1,259.00)	-0.58%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,543,502.00	2,224,402.33	2,224,402.33	(319,099.67)	-12.55%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	-
c. Adjusted Beginning Fund Balance		2,543,502.00	2,224,402.33	2,224,402.33		
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,759,978.00	1,782,003.54	2,439,619.33		
Components of Ending Fund Balance (Modified Accrual Basis)						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-
All Others	9719	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-
d. Assigned						
Other Assignments	9780	-	-	-	-	-
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	-	-	-	-	-
3 Components of Ending Net Position (Accrual Basis only)						
a. Net Investment in Capital Assets	9796	305,083.00	419,932.00	305,082.00	(1.00)	
b. Restricted Net Position	9797	42,573.00	(140,274.29)	33,526.88	(9,046.12)	
c. Unrestricted Net Position	9790	2,412,322.00	1,502,345.83	2,101,010.45	(311,311.55)	

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name:	Audeo Charter School II
(continued)	
CDS #:	37-10371-0134577
Charter Approving Entity:	San Diego COE
County:	San Diego
Charter #:	1835
Fiscal Year:	2022/23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022-23			FY 2023-24			FY 2024-25		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	2,802,156.00	0.00	2,802,156.00	3,099,714.00		3,099,714.00	3,419,085.00		3,419,085.00
Education Protection Account State Aid - Current Year	8012	46,264.00	0.00	46,264.00	48,380.00		48,380.00	51,283.00		51,283.00
State Aid - Prior Years	8019	0.00	0.00	0.00			0.00			0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	0.00	0.00	0.00			0.00			0.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00			0.00			0.00
Total, LCFF Sources		2,848,420.00	0.00	2,848,420.00	3,148,094.00	0.00	3,148,094.00	3,470,368.00	0.00	3,470,368.00
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290	0.00	239,263.00	239,263.00		50,359.00	50,359.00		50,359.00	50,359.00
Special Education - Federal	8181, 8182	0.00	48,574.00	48,574.00		27,875.00	27,875.00		29,150.00	29,150.00
Child Nutrition - Federal	8220	0.00	0.00	0.00			0.00			0.00
Donated Food Commodities	8221	0.00	0.00	0.00			0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00	123,542.00	123,542.00		379,892.00	379,892.00			0.00
Total, Federal Revenues		0.00	411,379.00	411,379.00	0.00	458,126.00	458,126.00	0.00	79,509.00	79,509.00
3. Other State Revenues										
Special Education - State	StateRevSE	0.00	236,466.00	236,466.00		210,453.00	210,453.00		223,080.00	223,080.00
All Other State Revenues	StateRevAO	52,683.00	237,022.00	289,705.00	52,705.00	414,306.00	467,011.00	55,605.00	519,905.00	575,510.00
Total, Other State Revenues		52,683.00	473,488.00	526,171.00	52,705.00	624,759.00	677,464.00	55,605.00	742,985.00	798,590.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	515,665.00	2,696.00	518,361.00	33,700.00	4,000.00	37,700.00	35,500.00	4,000.00	39,500.00
Total, Local Revenues		515,665.00	2,696.00	518,361.00	33,700.00	4,000.00	37,700.00	35,500.00	4,000.00	39,500.00
5. TOTAL REVENUES		3,416,768.00	887,563.00	4,304,331.00	3,234,499.00	1,086,885.00	4,321,384.00	3,561,473.00	826,494.00	4,387,967.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	722,754.00	437,901.00	1,160,655.00	818,121.00	445,451.00	1,263,572.00	900,615.00	396,651.00	1,297,266.00
Certificated Pupil Support Salaries	1200	82,462.00	45,913.00	128,375.00	92,206.00	43,298.00	135,504.00	95,766.00	41,103.00	136,869.00
Certificated Supervisors' and Administrators' Salaries	1300	102,548.00	42,334.00	144,882.00	124,400.00	27,458.00	151,858.00	123,722.00	32,692.00	156,414.00
Other Certificated Salaries	1900	108,750.00	5,949.00	114,699.00	55,053.00	110,900.00	165,953.00	87,635.00	83,296.00	170,931.00
Total, Certificated Salaries		1,016,514.00	532,097.00	1,548,611.00	1,089,780.00	627,107.00	1,716,887.00	1,207,738.00	553,742.00	1,761,480.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2200	6,845.00	1,026.00	7,871.00	7,188.00	1,057.00	8,245.00	7,371.00	1,121.00	8,492.00
Non-certificated Supervisors' and Administrators' Sal.	2300	60,951.00	2,752.00	63,703.00	68,194.00	1,166.00	69,360.00	70,205.00	1,236.00	71,441.00
Clerical and Office Salaries	2400	171,093.00	4,146.00	175,239.00	186,093.00	792.00	186,885.00	190,206.00	816.00	191,022.00
Other Non-certificated Salaries	2900	5,543.00	0.00	5,543.00	5,794.00	0.00	5,794.00	5,967.00	0.00	5,967.00
Total, Non-certificated Salaries		244,432.00	7,924.00	252,356.00	267,269.00	3,015.00	270,284.00	273,749.00	3,173.00	276,922.00

Description	Object Code	FY 2022-23			FY 2023-24			FY 2024-25		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
3. Employee Benefits										
STRS	3101-3102	198,383.00	100,808.00	299,191.00	213,452.00	118,342.00	331,794.00	239,687.00	100,740.00	340,427.00
PERS	3201-3202	56,343.00	2,659.00	59,002.00	60,337.00	2,670.00	63,007.00	55,725.00	7,266.00	62,991.00
OASDI / Medicare / Alternative	3301-3302	32,358.00	8,234.00	40,592.00	36,155.00	9,312.00	45,467.00	36,168.00	9,265.00	45,433.00
Health and Welfare Benefits	3401-3402	329,660.00	108,857.00	438,517.00	336,938.00	193,296.00	530,234.00	362,200.00	189,634.00	551,834.00
Unemployment Insurance	3501-3502	6,305.00	2,700.00	9,005.00	1,028.00	2,946.00	3,974.00	2,475.00	1,602.00	4,077.00
Workers' Compensation Insurance	3601-3602	14,882.00	6,405.00	21,287.00	16,017.00	7,432.00	23,449.00	17,647.00	6,406.00	24,053.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00			0.00			0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00			0.00			0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00			0.00			0.00
Total, Employee Benefits		637,931.00	229,663.00	867,594.00	663,927.00	333,998.00	997,925.00	713,902.00	314,913.00	1,028,815.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	6,057.00	9,943.00	16,000.00	480.00	16,000.00	16,480.00	334.00	16,640.00	16,974.00
Books and Other Reference Materials	4200	7,172.00	328.00	7,500.00	2,347.00	5,378.00	7,725.00	0.00	7,957.00	7,957.00
Materials and Supplies	4300	50,657.00	15,337.00	65,994.00	32,406.00	37,341.00	69,747.00	38,973.00	29,750.00	68,723.00
Noncapitalized Equipment	4400	14,700.00	1,800.00	16,500.00	0.00	17,000.00	17,000.00	0.00	18,000.00	18,000.00
Food	4700	2,300.00	1,200.00	3,500.00	0.00	3,550.00	3,550.00	4,150.00	0.00	4,150.00
Total, Books and Supplies		80,886.00	28,608.00	109,494.00	35,233.00	79,269.00	114,502.00	43,457.00	72,347.00	115,804.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	0.00	0.00	0.00			0.00			0.00
Travel and Conferences	5200	30,919.77	9,714.00	40,633.77	33,379.00	9,416.00	42,795.00	27,181.00	11,492.00	38,673.00
Dues and Memberships	5300	12,175.60	284.00	12,459.60	3,669.00	8,950.00	12,619.00	12,996.00	0.00	12,996.00
Insurance	5400	30,570.00	100.00	30,670.00	31,870.00	100.00	31,970.00	32,729.00	200.00	32,929.00
Operations and Housekeeping Services	5500	57,454.31	27,326.00	84,780.31	42,959.00	43,855.00	86,814.00	84,931.00	0.00	84,931.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	338,193.00	1,200.00	339,393.00	340,423.00	17,379.00	357,802.00	366,620.00	0.00	366,620.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00			0.00			0.00
Professional/Consulting Services and Operating Expend.	5800	280,362.98	302,682.00	583,044.98	126,846.12	225,403.00	352,249.12	201,210.00	138,416.00	339,626.00
Communications	5900	34,883.56	9,918.78	44,802.34	0.00	46,038.88	46,038.88	47,416.00	0.00	47,416.00
Total, Services and Other Operating Expenditures		784,559.22	351,224.78	1,135,784.00	579,146.12	351,141.88	930,288.00	773,083.00	150,108.00	923,191.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis on)										
Land and Land Improvements	6100-6170	0.00	0.00	0.00			0.00			0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00			0.00			0.00
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300	0.00	0.00	0.00			0.00			0.00
Equipment	6400	0.00	0.00	0.00			0.00			0.00
Equipment Replacement	6500	0.00	0.00	0.00			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	172,275.00	0.00	172,275.00	72,429.00		72,429.00	59,357.00		59,357.00
Total, Capital Outlay		172,275.00	0.00	172,275.00	72,429.00	0.00	72,429.00	59,357.00	0.00	59,357.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	0.00	0.00	0.00			0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00			0.00			0.00
All Other Transfers	7280-7299	0.00	0.00	0.00			0.00			0.00
Transfers of Indirect Costs	7300-7399	(14,019.00)	14,019.00	0.00	(2,282.00)	2,282.00	0.00	(1,225.00)	1,225.00	0.00
Debt Service:										
Interest	7438	3,000.00	0.00	3,000.00	3,000.00		3,000.00	3,000.00		3,000.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00			0.00			0.00
Total, Other Outgo		(11,019.00)	14,019.00	3,000.00	718.00	2,282.00	3,000.00	1,775.00	1,225.00	3,000.00
8. TOTAL EXPENDITURES		2,925,578.22	1,163,535.78	4,089,114.00	2,708,502.12	1,396,812.88	4,105,315.00	3,073,061.00	1,095,508.00	4,168,569.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		491,189.78	(275,972.78)	215,217.00	525,996.88	(309,927.88)	216,069.00	488,412.00	(269,014.00)	219,398.00

Description	Object Code	FY 2022-23			FY 2023-24			FY 2024-25		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00			0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00			0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(254,045.78)	254,045.78	0.00	(276,401.00)	276,401.00	0.00	(320,472.00)	320,472.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(254,045.78)	254,045.78	0.00	(276,401.00)	276,401.00	0.00	(320,472.00)	320,472.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		237,144.00	(21,927.00)	215,217.00	249,595.88	(33,526.88)	216,069.00	167,940.00	51,458.00	219,398.00
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	2,168,948.45	55,453.88	2,224,402.33	2,406,092.45	33,526.88	2,439,619.33	2,655,688.33	0.00	2,655,688.33
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00						
c. Adjusted Beginning Balance		2,168,948.45	55,453.88	2,224,402.33	2,406,092.45	33,526.88	2,439,619.33	2,655,688.33	0.00	2,655,688.33
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,406,092.45	33,526.88	2,439,619.33	2,655,688.33	0.00	2,655,688.33	2,823,628.33	51,458.00	2,875,086.33
Components of Ending Fund Balance (Modified Accrual Basis)										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00			0.00			0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00			0.00			0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00			0.00			0.00
All Others	9719	0.00	0.00	0.00			0.00			0.00
b. Restricted	9740		0.00	0.00			0.00			0.00
c. Committed										
Stabilization Arrangements	9750	0.00	0.00	0.00						
Other Commitments	9760	0.00	0.00	0.00						
d. Assigned										
Other Assignments	9780	0.00	0.00	0.00						
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00						
Unassigned/Unappropriated Amount	9790	0.00	0.00	0.00						
3 Components of Ending Net Position (Accrual Basis only)										
a. Net Investment in Capital Assets	9796	305,082.00	0.00	305,082.00	232,653.00		232,653.00	173,296.00		173,296.00
b. Restricted Net Position	9797	0.00	33,526.88	33,526.88	0.00		0.00	0.00		0.00
c. Unrestricted Net Position	9791	2,101,010.45	0.00	2,101,010.45	2,423,035.33	0.00	2,423,035.33	2,650,332.33	51,458.00	2,701,790.33

Charter School Name: Audeo Charter School II
CDS #: 37-10371-0134577
Charter Approving Entity: San Diego COE
County: San Diego
Charter #: 1835
Fiscal Year: 2022-23

Description	2022-23	2023-24	2024-25
ADA (Projected P-2)	231.32	241.90	256.41
Enrollment (Projected P-2)	249	261	277
CBEDS Enrollment	223	233	247
Unduplicated Count	114	119	126
UPP (Rolling)	49.54%	51.17%	51.07%
Statutory COLA	6.56%	5.38%	4.02%
Augmentation	6.70%	0.00%	0.00%
LCFF Total	\$ 2,848,420	\$ 3,148,094	\$ 3,470,368
STRS Rate	19.10%	19.10%	19.10%
PERS Rate	25.37%	25.20%	24.60%
FICA	6.20%	6.20%	6.20%
Medi	1.45%	1.45%	1.45%
Unemployment	0.50%	0.20%	0.20%
Workers Comp	1.18%	1.18%	1.18%
Health & Welfare (monthly)	\$ 2,347	\$ 2,447	\$ 2,547

**Cash Flow Worksheet
2022-23**

Actual or Projected		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
		Actuals	Actuals	Actuals	Actuals	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
A. BEGINNING CASH	9110	1,005,333	1,169,757	1,673,554	1,567,553	1,437,544	1,284,389	968,560	911,263	890,840	917,921	1,037,991	1,119,048	1,892,046	
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	84,175	84,175	163,014	151,516	116,090	127,588	116,090	396,501	408,135	396,501	396,501	408,135		2,848,420
In Lieu Property Taxes	8096														0
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299	1,640	15,121	205,333	10,047	13,071	0	33,545	482	938	33,545	482	0	97,175	411,379
Other State Revenue	8300-8599	21,122	10,824	26,584	19,274	17,434	28,408	156,639	18,513	18,513	37,488	18,513	18,513	134,346	391,825
Other Local Revenue	8600-8799	1,757	1,680	1,768	2,996	1,771	4,716	2,926	2,020	1,771	3,175	1,771	492,010		518,361
All Other Financing Sources	8930-8979														0
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		108,694	111,800	396,699	183,833	148,366	160,712	309,200	417,515	429,357	470,708	417,267	918,658	231,521	4,169,985
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	108,106	117,078	108,890	104,814	136,776	134,032	132,399	141,586	138,759	138,053	140,879	147,238		1,548,611
Classified Salaries	2000-2999	18,928	19,510	19,676	19,725	21,330	21,270	21,986	21,986	21,986	21,986	21,986	21,986		252,356
Employee Benefits	3000-3999	61,216	63,014	61,503	60,616	68,260	67,629	67,509	83,633	83,004	82,847	83,476	84,887		867,593
Books and Supplies	4000-4999	25,410	636	1,394	3,389	10,762	9,491	9,230	10,762	9,491	9,230	10,383	9,317		109,494
Services and Operating Expenditures	5000-5999	109,929	103,475	75,417	103,274	96,856	79,747	96,075	102,457	79,747	80,050	80,695	128,061		1,135,785
Capital Outlay	6000-6999	14,356	14,356	14,356	14,356	14,356	14,356	14,356	14,356	14,356	14,356	14,356	14,357		172,275
Other Outgo	7000-7499	0	0	0		0	0	0	0	0	0	0	3,000		3,000
All Other Financing Uses	7630-7699														0
Other Disbursements/ Non Expenditures															0
TOTAL DISBURSEMENTS		337,946	318,069	281,237	306,174	348,339	326,524	341,556	374,780	347,345	346,523	351,776	408,845	0	4,089,114
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	470,249	732,220	(163,048)	34,610	125,309	20,168	12,734	12,734	20,845	12,734	12,734	334,640		1,625,930
Accounts Payable	9500-9630,														
(Liabilities, including Deferred Revenue)	9650	(76,573)	(22,155)	(58,416)	(42,278)	(78,492)	(170,185)	(37,675)	(75,892)	(75,776)	(16,849)	2,832	(71,455)		(722,914)
TOTAL PRIOR YEAR TRANSACTIONS, Other		393,676	710,065	(221,464)	(7,668)	46,818	(150,017)	(24,941)	(63,158)	(54,931)	(4,115)	15,566	263,185	0	2,348,844
E. (B - C + D)		164,424	503,797	(106,001)	(130,009)	(153,155)	(315,829)	(57,297)	(20,423)	27,082	120,070	81,057	772,998	231,521	2,429,715
F. ENDING CASH (A + E)		1,169,757	1,673,554	1,567,553	1,437,544	1,284,389	968,560	911,263	890,840	917,921	1,037,991	1,119,048	1,892,046	2,123,567	
G. ENDING CASH, PLUS ACCRUALS															2,123,567



Assumptions for Revised Preliminary Operational Budget FY 2022-23

The Audeo Charter School II (Audeo II) is an independent study program. Audeo II takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo II are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo II is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo II is 49.54%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local district's UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo II's Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Grades 4-6 Base Grant	\$9,304
Grades 7-8 Base Grant	\$9,580
Grades 9-12 Adjusted Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
Audeo II 's Unduplicated Pupil Percentage (Rolling Average)	49.54%
District's Unduplicated Pupil Percentage (Carlsbad Unified)	22.86%

*Amount represents the 2022-23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Estimated P-2)	FY 2021-22 (Actual P-2)	FY 2020-21 (Actual P-2)
Enrollment	249	204	288
Students Served	444	479	578
ADA:			
Grade 4-6	5.34	5.31	3.48
Grade 7-8	17.77	17.65	17.46
Grade 9-12	208.21	207.00	277.00
Total ADA	231.32	229.96	297.94

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$2,848,420
Federal Revenues	411,379
State Revenues Other than LCFF	526,171
Local Revenues	29,546
Employee Retention Credit (ERC)	488,815
Total Projected Revenues	\$4,304,331

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT **unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year.** This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School

Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

ESSA: School Improvement (CSI) Funding for LEAs is a Federal funding for LEAs with schools identified as requiring support consistent with the California State Plan for Every Student Succeeds Act. The project period for this grant ended on September 30, 2022.

Audeo II has included the remaining \$188,904 of its CSI funds in this budget which was fully spent as of September 2022.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Deadline for obligation of this fund is September 30, 2023.

Audeo II's ESSER II revised allocation is \$160,728 and of that amount, \$100,505 was spent in FY 2020-22. The remaining amount of \$60,223 is included in this budget.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo II has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo II's ESSER III revised allocation is \$361,307 and of that amount, \$23,454 was spent in FY 2021-22. Audeo II included \$119,622 in its FY 2022-23 Preliminary Budget but with the increases in LCFF and local revenues, budgeted amount was lowered to

\$13,365. The remaining allocation of \$324,488 will be included in its FY 2023-24 budget.

Expanded Learning Opportunity (ELO) Grant is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Audeo II's ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Audeo II is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficient. Deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Audeo II's revised allocation amount is \$224,537 and of this amount, \$125,184 was spent in FY 20-22. Audeo II included the remaining balance of \$99,353 in its Preliminary Budget, but with the increases in LCFF and local revenues, budgeted amount for ELO ESSER III funds were lowered from \$58,704 to \$3,279. The remaining allocation of \$55,425 will be included in its FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth can attend school and participate fully in school activities. Audeo II's allocation amount is \$1,926.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and Audeo II is a subrecipient for \$4,100. As a subrecipient, Audeo II will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
 2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.

An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of \$39.67 per FY 20-21 CBEDS and this amounted to \$9,679 for Audeo II.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo II chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **One-Time Discretionary Block Grant** – Included in the Governor's 2022-23 May Revision Budget is a one-time Discretionary Block Grant for LEAs for FY 2022-23 that would be distributed on a per-ADA basis using the FY 2021-22 P-2 ADA at \$1,500 per ADA. Audeo II included \$344,940 in its Preliminary Budget.

The 2022-23 Enacted State Budget, however, did not include this One-Time Discretionary Block Grant but instead added two new block grants:

Learning Recovery Emergency Block Grant – Funding is provided to county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the purposes pursuant to EC Section 32526(c)(2). A plan is not required but it is recommended that LEAs utilize the LCAP to communicate their strategic plan for how funds will be used to improve student outcomes. Funds are allocated based on FY 2021-22 P-2 ADA multiplied by the LEA's 2021-22 UPP at \$2,396 per ADA. Total allocation for Audeo II is \$269,727. Deadline for obligation of this fund is FY 2027-28.

Arts, Music, and Instructional Materials Discretionary Block Grant – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditures of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo II is \$153,171. Deadline for obligation of this fund is FY 2025-26.

Due to increases in Audeo II's LCFF and local revenues, these new block grants were not included in the revised budget. Audeo II will use the funds starting next FY through the end of the grant period.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of

the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024.

Audeo II included \$344,916 in the Preliminary Budget but lowered it to \$207,639 due to increases in LCFF and local revenues.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Audeo II has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Audeo II's total allocation is \$40,682 and of that amount the first 80% apportionment of \$32,546 was received in FY 21-22. The remaining 20% amounting to \$8,136 is included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo II has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

Audeo II's total allocation is \$40,085 and of this amount the first 75% apportionment of \$30,064 was received in FY 2021-22. The remaining 25% amounting to \$10,021 was included in Audeo II's Preliminary Budget but is now deferred to next FY due to increases in LCFF and local revenues.

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$6,567 and Learning Recovery funds of \$28,651 are included in this budget.
- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo II's total allocation is \$4,193.

- **Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students and families and coordinated referral pathways for students needing mental/behavioral health services.

Audeo, Audeo II, and Audeo III will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed \$12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo II included \$2,696 in its budget for this FY, which is under local revenue.

- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. Audeo II used the three quarters data in 2021 only. Additionally, all wages paid by Federal funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

Audeo II applied for and anticipates receiving ERC in the amount of \$488,815, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	12.16
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	1.06
Certificated Supervisor & Administrator	1300	0.89
Other Certificated Teacher Resource (CTR)	1900	4.00
Classified Support (Admin Support)	2200	0.13
Classified Supervisor & Administrator	2300	0.40
Clerical, Technical & Office Staff	2400	3.06
Other Classified (Administrative Support)	2900	0.05
TOTAL FTE POSITIONS BUDGETED		21.75

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 25.10%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <div style="text-align: right; margin-right: 20px;"><u>Monthly Rates</u></div> <ul style="list-style-type: none"> - Medical \$2,200 - Dental \$ 120 - Vision \$ 27 - Life Ins. .00114 	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.18%	1.18%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo II has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo II has allocated \$18,380 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$583,045 representing 13.55% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo II will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo II reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo II has deployed an integrated marketing plan to support organizational growth. To reach Audeo II's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, Audeo II has allocated \$43,043 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo II will pay its authorizing District (San Diego County Office of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo II has budgeted \$28,484 for FY 2022-23 for oversight fees.

RESERVES

Audeo II has allocated reserves of \$215,217 for FY 2022-23 representing 5% of total revenues of \$4,304,331

FACILITIES

Audeo II carries contractual lease agreements with an annual cost of \$282,749 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2024) is \$419,667.



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022 - 2023**

REVENUES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASES)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 2,802,156.00	\$ 2,692,510.00	\$ 109,646.00
Education Protection Account	8012	46,264.00	47,278.00	(1,014.00)
TOTAL, LCFF ENTITLEMENT		\$ 2,848,420.00	\$ 2,739,788.00	\$ 108,632.00
FEDERAL REVENUES				
Special Ed: Federal IDEA	8181	\$ 23,375.00	\$ 23,375.00	\$ -
Special Ed: ARP	8182	9,679.00	9,679.00	-
Special Ed: Mental Health Level III	8182	15,520.00	-	15,520.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290	34,636.00	41,242.00	(6,606.00)
Title II, Part A - Improving Teacher Quality Program	8290	4,847.00	5,767.00	(920.00)
Title III - Limited English Proficient Study Program	8290	876.00	1,521.00	(645.00)
Title IV - Part A Student Support and Academic Enrichment	8290	10,000.00	10,000.00	-
ESSA: School Improvement Funding for LEAS	8290	188,904.00	161,284.00	27,620.00
ESSER II	8290	60,223.00	60,210.00	13.00
ESSER III	8290	13,365.00	119,622.00	(106,257.00)
ELO ESSER II	8290	33,061.00	33,061.00	-
ELO GEER II	8290	7,588.00	7,588.00	-
ELO ESSER III State Reserve, Emergency Needs	8290	1,345.00	21,552.00	(20,207.00)
ELO ESSER III State Reserve, Learning Loss	8290	1,934.00	37,152.00	(35,218.00)
ARP - Homeless Children and Youth II (ARP-HCY II)	8290	1,926.00	1,926.00	-
Project SaFE	8290	4,100.00	4,100.00	-
TOTAL, FEDERAL REVENUES		\$ 411,379.00	\$ 538,079.00	\$(126,700.00)
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 10,974.00	\$ 10,974.00	\$ -
One-time Discretionary Block Grant	8550	-	344,940.00	(344,940.00)
State Lottery Revenue - Non Prop-20	8560	41,709.00	39,150.00	2,559.00
State Lottery Revenue - Prop-20	8560	17,054.00	15,612.00	1,442.00
Special Ed: State	8792	189,682.00	193,840.00	(4,158.00)
Special Ed: Dispute Prevention	8590	6,567.00	6,567.00	-
Special Ed: Learning Recovery Fund	8590	28,651.00	28,812.00	(161.00)
Special Ed: Mental Health Level II	8590	11,566.00	16,021.00	(4,455.00)
Educator Effectiveness	8590	8,136.00	8,136.00	-
Career Technical Education Incentive Grant	8590	207,639.00	344,916.00	(137,277.00)
A-G Access/Success Grant	8590	-	7,289.00	(7,289.00)
A-G Learning Loss Mitigation Grant	8590	-	2,732.00	(2,732.00)
Ethnic Studies Block Grant	8590	4,193.00	4,193.00	-
TOTAL, STATE REVENUES		\$ 526,171.00	\$ 1,023,182.00	\$(497,011.00)
LOCAL REVENUES				
Interest Income	8660	\$ 6,200.00	\$ 6,500.00	\$ (300.00)
All Other Local Revenue	8699	20,650.00	22,000.00	(1,350.00)
Employee Retention Credit	8699	488,815.00	-	488,815.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	2,696.00	-	2,696.00
TOTAL LOCAL REVENUES		\$ 518,361.00	\$ 28,500.00	\$ 489,861.00
TOTAL, REVENUES		\$ 4,304,331.00	\$ 4,329,549.00	\$ (25,218.00)

Audeo II

Charter School

REVISED PRELIMINARY OPERATIONAL BUDGET

FY 2022 - 2023

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASES)
CERTIFICATED SALARIES				
Teachers' Salaries	1100	\$ 1,160,655.00	\$ 1,227,293.00	\$ (66,638.00)
Certificated Pupil Support Salaries	1200	128,375.00	156,421.00	(28,046.00)
Certificated Supervisor & Adm. Salaries	1300	144,882.00	118,643.00	26,239.00
Other Certificated Salaries	1900	114,699.00	110,006.00	4,693.00
TOTAL, CERTIFICATED SALARIES		\$ 1,548,611.00	\$ 1,612,363.00	\$ (63,752.00)
CLASSIFIED SALARIES				
Instructional Aides' Salaries	2100	\$ -	\$ -	\$ -
Classified Support Salaries	2200	7,871.00	13,749.00	(5,878.00)
Supervisors' and Administrator's Salaries	2300	63,703.00	23,127.00	40,576.00
Clerical, Technical, and Office Staff	2400	175,239.00	179,390.00	(4,151.00)
Other Classified Salaries	2900	5,543.00	5,386.00	157.00
TOTAL, CLASSIFIED SALARIES		\$ 252,356.00	\$ 221,652.00	\$ 30,704.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 299,190.00	\$ 307,961.00	\$ (8,771.00)
PERS Retirement	3200	59,002.00	56,233.00	2,769.00
Social Security/Medicare	3300	40,592.00	40,336.00	256.00
Health and Welfare	3400	438,517.00	506,952.00	(68,435.00)
Unemployment Insurance	3500	9,005.00	9,170.00	(165.00)
Workers Compensation Insurance	3600	21,287.00	20,541.00	746.00
TOTAL EMPLOYEE BENEFITS		\$ 867,593.00	\$ 941,193.00	\$ (73,600.00)
TOTAL PERSONNEL COST		\$ 2,668,560.00	\$ 2,775,208.00	\$ (106,648.00)



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022 - 2023**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASES)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 16,000.00	\$ 15,500.00	\$ 500.00
Books and Other Reference Materials	4200	7,500.00	7,500.00	-
Instructional Materials and Supplies	4300	34,700.00	32,400.00	2,300.00
Edgenuity	4312	26,699.00	25,072.00	1,627.00
Research and Development	4313	4,595.00	4,595.00	-
Non-Capitalized Equipment	4400	16,500.00	15,570.00	930.00
Food	4700	3,500.00	3,000.00	500.00
TOTAL, BOOKS AND SUPPLIES		\$ 109,494.00	\$ 103,637.00	\$ 5,857.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 26,851.00	\$ 22,126.00	\$ 4,725.00
Research and Development Travel	5202	13,785.00	13,785.00	-
Dues and Memberships	5300	12,460.00	12,250.00	210.00
Liability Insurance	5400	30,670.00	30,510.00	160.00
Operations and Housekeeping Services	5500	84,781.00	78,355.00	6,426.00
Rental, Leases & Repairs	5600	339,393.00	325,495.00	13,898.00
Prof/Consulting Services/Oper. Expenses	5800	540,002.00	489,886.00	50,116.00
Marketing Fees	5812	43,043.00	43,295.00	(252.00)
Communication	5900	44,800.00	45,050.00	(250.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 1,135,785.00	\$ 1,060,752.00	\$ 75,033.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 147,309.00	\$ 147,309.00	\$ -
Depreciation - Equipment	6900	24,966.00	24,966.00	-
TOTAL, CAPITAL OUTLAY		172,275.00	\$ 172,275.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 3,000.00	\$ 1,200.00	\$ 1,800.00
TOTAL, OTHER OUTGO		\$ 3,000.00	\$ 1,200.00	\$ 1,800.00
RESERVES				
Operational Reserve	9730	\$ 107,608.50	\$ 108,239.00	\$ (630.50)
Reserve for Economic Uncertainties	9770	107,608.50	108,238.00	(629.50)
TOTAL, RESERVES		\$ 215,217.00	\$ 216,477.00	\$ (1,260.00)
%		5%	5%	
TOTAL, EXPENDITURES		\$ 4,304,331.00	\$ 4,329,549.00	\$ (25,218.00)

Fiscal Year Ending June 30, 2023

- ☒ First Interim/October 31st
☐ Second Interim/January 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Audeo Charter School IIICDS #: 37 68106 0137034Charter Approving Entity: Escondido Union High School DistrictCounty: San DiegoCharter #: 1935

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description			Object Code	Projected Budget			Actual To-Date			
				Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
A. REVENUES										
1. Revenue Limit Sources										
Local Control Funding Formula				8011	1,164,254.00	1,164,254.00	303,234.00		303,234.00	
Education Protection Account				8012	25,217.00	25,217.00	5,948.00		5,948.00	
State Aid - Prior Years				8019	(2,981.00)	(2,981.00)			0.00	
Tax Relief Subventions (for rev. limit funded schools)				8020-8039		0.00			0.00	
County and District Taxes (for rev. limit funded schools)				8040-8079		0.00			0.00	
Miscellaneous Funds (for rev. limit funded schools)				8080-8089		0.00			0.00	
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer				8092		0.00			0.00	
Transfers from Sponsoring LEAs to Charter Schools										
In Lieu of Property Taxes				8096	592,013.00	592,013.00	185,334.38		185,334.38	
Other Revenue Limit Transfers				8091, 8097		0.00			0.00	
Total, Revenue Limit Sources					1,778,503.00	0.00	1,778,503.00	494,516.38	0.00	494,516.38
2. Federal Revenues (see NOTE on last page)										
No Child Left Behind/ESSA				8290		45,050.00			0.00	
Special Education - Federal				8181, 8182		202,322.00			0.00	
Child Nutrition - Federal				8220		0.00			0.00	
Other Federal Revenues				8110, 8260-8299		39,608.00		22,614.31	22,614.31	
Total, Federal Revenues					0.00	286,980.00		22,614.31	22,614.31	
3. Other State Revenues										
Charter Schools Categorical Block Grant				8480-8434		0.00			0.00	
Special Education - State				StateRevSE		134,213.00		27,577.00	27,577.00	
All Other State Revenues				StateRevAO	26,935.00	151,887.00	178,822.00	355.68	125,036.27	125,391.95
Total, Other State Revenues					26,935.00	286,100.00	313,035.00	355.68	152,613.27	152,968.95
4. Other Local Revenues										
All Other Local Revenues				LocalRevAO	267,067.00	2,171.00	269,238.00	1,127.87		1,127.87
Total, Local Revenues					267,067.00	2,171.00	269,238.00	1,127.87	0.00	1,127.87
5. TOTAL REVENUES					2,072,505.00	575,251.00	2,647,756.00	495,999.93	175,227.58	671,227.51
B. EXPENDITURES										
1. Certificated Salaries										
Teachers' Salaries				1100	417,035.00	248,038.00	665,073.00	90,749.45	89,360.27	180,109.72
Certificated Pupil Support Salaries				1200	45,469.00	40,137.00	85,606.00	15,858.56	11,877.77	27,736.33
Certificated Supervisors' and Administrators' Salaries				1300	73,820.00	25,369.00	99,189.00	22,023.67	10,454.48	32,478.15
Other Certificated Salaries				1900	51,493.00	19,264.00	70,757.00			0.00
Total, Certificated Salaries					587,817.00	332,808.00	920,625.00	128,631.68	111,692.52	240,324.20
2. Non-certificated Salaries										
Instructional Aides' Salaries				2100		0.00			0.00	
Non-certificated Support Salaries				2200	1,874.00	616.00	2,490.00	605.82	205.20	811.02
Non-certificated Supervisors' and Administrators' Sal.				2300	37,144.00	679.00	37,823.00	11,255.52	226.32	11,481.84
Clerical and Office Salaries				2400	115,155.00	5,279.00	120,434.00	36,042.89	1,754.20	37,797.09
Other Non-certificated Salaries				2900	3,326.00	0.00	3,326.00	1,092.20	0.00	1,092.20
Total, Non-certificated Salaries					157,499.00	6,574.00	164,073.00	48,996.43	2,185.72	51,182.15
3. Employee Benefits										
STRS				3100-3102	114,364.00	63,600.00	177,964.00	26,218.00	20,317.62	46,535.62
PERS				3200-3202	37,136.00	1,496.00	38,632.00	11,475.09	497.11	11,972.20
OASDI / Medicare / Alternative				3300-3302	19,892.00	5,309.00	25,201.00	4,442.96	2,744.11	7,187.07
Health and Welfare Benefits				3400-3402	243,716.00	51,247.00	294,963.00	26,889.64	20,280.82	47,170.46
Unemployment Insurance				3500-3502	3,727.00	1,697.00	5,424.00	888.17	569.49	1,457.66
Workers' Compensation Insurance				3600-3602	9,294.00	3,959.00	13,253.00	2,179.17	1,397.28	3,576.45
Retiree Benefits				3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)				3801-3802			0.00			0.00
Other Employee Benefits				3901-3902			0.00			0.00
Total, Employee Benefits					428,129.00	127,308.00	555,437.00	72,093.03	45,806.43	117,899.46
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials				4100	9,649.00	4,101.00	13,750.00	43.12	105.00	148.12
Books and Other Reference Materials				4200	1,069.00	131.00	1,200.00	0.00	43.52	43.52
Materials and Supplies				4300	17,967.00	17,153.00	35,120.00	4,668.02	849.84	5,517.86
Noncapitalized Equipment				4400	13,761.00	0.00	13,761.00			0.00
Food				4700	3,500.00	0.00	3,500.00	288.68	0.00	288.68
Total, Books and Supplies					45,946.00	21,385.00	67,331.00	4,999.82	998.36	5,998.18

Fiscal Year Ending June 30, 2023

- ☒ First Interim/October 31st
☐ Second Interim/January 15th

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Audeo Charter School III

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	17,843.00	7,255.00	25,098.00	1,249.53	4,579.92	5,829.45
Dues and Memberships	5300	4,052.00	398.00	4,450.00	2,798.71	98.10	2,896.81
Insurance	5400	11,395.00	150.00	11,545.00	10,343.50	15.00	10,358.50
Operations and Housekeeping Services	5500	35,372.00	5,136.00	40,508.00	7,089.20	5,135.85	12,225.05
Rentals, Leases, Repairs, and Noncap. Improvements	5600	171,028.00	0.00	171,028.00	62,576.56	0.00	62,576.56
Professional/Consulting Services and Operating Expend.	5800	110,115.00	334,038.00	444,153.00	34,554.06	73,508.67	108,062.73
Communications	5900	17,598.00	1,508.00	19,106.00	325.08	1,507.89	1,832.97
Total, Services and Other Operating Expenditures		367,403.00	348,485.00	715,888.00	118,936.64	84,845.43	203,782.07
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	62,940.00		62,940.00	19,980.88	0.00	19,980.88
Total, Capital Outlay		62,940.00	0.00	62,940.00	19,980.88	0.00	19,980.88
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
Transfer of Indirect Costs	7300-7399			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399	(3,979.00)	3,979.00	0.00			0.00
Debt Service:							
Interest	7438	2,597.00		2,597.00	699.00	0.00	699.00
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		(1,382.00)	3,979.00	2,597.00	699.00	0.00	699.00
8. TOTAL EXPENDITURES		1,648,352.00	840,539.00	2,488,891.00	394,337.48	245,528.46	639,865.94
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		424,153.00	(265,288.00)	158,865.00	101,662.45	(70,300.88)	31,361.57
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0.00			0.00
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(208,179.59)	208,179.59	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(208,179.59)	208,179.59	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		215,973.41	(57,108.41)	158,865.00	101,662.45	(70,300.88)	31,361.57
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	839,806.14	144,350.18	984,156.32	839,806.14	144,350.18	984,156.32
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		839,806.14	144,350.18	984,156.32	839,806.14	144,350.18	984,156.32
2. Ending Fund Balance, June 30 (E + F1c)		1,055,779.55	87,241.77	1,143,021.32	941,468.59	74,049.30	1,015,517.89
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	20,831.38	1,360.50	22,191.88
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	1,055,779.55	87,241.77	1,143,021.32	920,637.21	72,688.80	993,326.01
* Percent of Total Expenditures and Other Uses		42.42%	3.51%	45.92%	143.88%	11.36%	155.24%

Fiscal Year Ending June 30, 2023

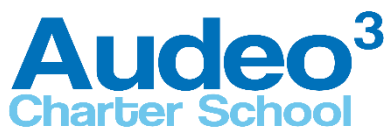
CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st
☐ Second Interim/January 15th

Charter School Name: Audeo Charter School III

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110	406,307.71	185,743.40	592,051.11			
Fair Value Adjustment to Cash in County Treasury	9111			0.00			
In Banks	9120	364,723.90	(136,083.48)	228,640.42			
In Revolving Fund	9130			0.00			
With Fiscal Agent	9135			0.00			
Collections Awaiting Deposit	9140			0.00			
2. Investments	9150			0.00			
3. Accounts Receivable	9200	39.48		39.48			
4. Due from Grantor Government	9290		64,422.10	64,422.10			
5. Stores	9320			0.00			
6. Prepaid Expenditures (Expenses)	9330	20,831.38	1,360.50	22,191.88			
7. Other Current Assets	9340	456.34		456.34			
8. Capital Assets (for accrual basis only)	9400-9499	290,653.19		290,653.19			
9. TOTAL ASSETS		1,083,012.00	115,442.52	1,198,454.52			
H. LIABILITIES							
1. Accounts Payable	9500	89,599.95		89,599.95			
2. Due to Grantor Government	9590			0.00			
3. Current Liabilities	9641	28,207.31		28,207.31			
4. Deferred Revenue	9650		41,393.22	41,393.22			
5. Long-Term Liabilities (for accrual basis only)	9660-9669	23,736.15		23,736.15			
6. TOTAL LIABILITIES		141,543.41	41,393.22	182,936.63			
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		941,468.59	74,049.30	1,015,517.89			

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Assumptions for Revised Preliminary Operational Budget FY 2022-23

Audeo Charter School III (Audeo III) is an independent study program. Audeo III takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo III, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo III is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo III is 74.15%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo III's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Grades 4-6 Adjusted Base Grant	\$9,304
Grades 7-8 Adjusted Base Grant	\$9,580
Grades 9-12 Adjusted Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
Audeo III's Unduplicated Pupil Percentage (Rolling Average)	74.15%
District's Unduplicated Pupil Percentage (EUHSD)	78.77%

*Amount represents the 2022–23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Estimated P-2)	FY 2021-22 (Actual P-2)	FY 2020-21 (Actual P-2)
Enrollment	127	119	135
Students Served	224	212	217
ADA:			
Grade 4-6	3.35	3.16	1.72
Grade 7-8	16.33	15.41	12.74
Grade 9-12	106.40	100.38	106.40
Total ADA	126.08	118.95	120.86

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$1,778,503
Federal Revenues	\$286,980
State Revenues Other than LCFF	\$313,035
Local Revenues	\$8,671
Employee Retention Credit (ERC)	\$260,567
Total Projected Revenues	\$2,647,756

- **In Lieu of Property Taxes** of \$4,695.27 per current year (CY) P-2 ADA is based on FY 2021-22 P-2 rate for Escondido Union High School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).

- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo III has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo III's ESSER III revised allocation is \$135,565 and of that amount, \$12,958 was spent in FY 2021-22. Audeo III included \$90,940 in its FY 2022-23 Preliminary Budget but with the increases in LCFF and local revenues, budgeted amount was lowered to \$12,000. The remaining allocation of \$110,607 will be included in its FY 2023-24 budget.

Expanded Learning Opportunities (ELO) Grant is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Audeo III's ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Audeo III is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficient. Deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Audeo III's revised allocation amount is \$100,382 and of this amount, \$53,523 was spent in FY 20-22. Audeo III included \$44,416 in its Preliminary Budget but with the increases in LCFF and local revenues, budgeted amount for ELO ESSER III funds were lowered from \$26,244 to \$6,987. The remaining allocation of \$19,257 will be included in its FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and

youth, and ensure that homeless children and youth can attend school and participate fully in school activities. Audeo III's allocation amount is \$549.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and Audeo III is a subrecipient for \$1,900. As a subrecipient, Audeo III will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
 2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.

An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of \$39.67 per FY 20-21 CBEDS and this amounted to \$4,245 for Audeo III.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo III chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **One-Time Discretionary Block Grant** – Included in the Governor's 2022-23 May Revision Budget is a one-time Discretionary Block Grant for LEAs for FY 2022-23 that would be distributed on a per-ADA basis using the FY 2021-22 P-2 ADA at \$1,500 per ADA. Audeo III included \$178,425 in its Preliminary Budget.

The 2022-23 Enacted State Budget, however, did not include this One-Time Discretionary Block Grant but instead added two new block grants:

Learning Recovery Emergency Block Grant – Funding is provided to county offices of education, school districts, and charter schools for learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. Funds shall only be expended for any of the purposes pursuant to EC Section 32526(c)(2). A plan is not required but it is recommended that LEAs utilize the LCAP to communicate their strategic plan for how funds will be used to improve student outcomes. Funds are allocated based on FY 2021-22 P-2 ADA multiplied by the LEA's 2021-22 UPP at \$2,396 per ADA. Total allocation for Audeo III is \$209,010. Deadline for obligation of this fund is FY 2027-28.

Arts, Music, and Instructional Materials Discretionary Block Grant – Funding is provided to county offices of education, school districts, charter schools and state special schools to obtain standards-aligned professional development and instructional materials in specified areas, obtain professional development on improving school culture, develop diverse and culturally relevant book collections, operational costs and COVID personal protective equipment. The governing board shall discuss and approve a plan for the expenditures of funds received at a regularly scheduled public meeting. Funds are allocated based on FY 2021-22 P-2 ADA at an approximate rate of \$666.08 per ADA. Total allocation for Audeo III is \$79,230. Deadline for obligation of this fund is FY 2025-26.

Due to increases in Audeo III's LCFF and local revenues, these new block grants were not included in the revised budget. Audeo III will use the funds starting next FY through the end of the grant period.

- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024.

Audeo III included \$172,784 in its Preliminary Budget but lowered it to \$135,284 due to increases in LCFF and local revenues.

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$4,491 and Learning Recovery funds of \$20,027 are included in this budget.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Audeo III has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Audeo III's total allocation is \$27,685 and of that amount the first 80% apportionment of \$22,148 was recorded in FY 21-22. The remaining 20% amounting to \$5,537 is included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Audeo III has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

Audeo III's total allocation is \$150,000 and of this amount the first 75% apportionment of \$112,500 was received in FY 2021-22. The remaining 25% amounting to \$37,500 was included in Audeo III's Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo III's total allocation is \$2,352.
- **Creating Opportunities in Preventing and Eliminating Suicide (COPES)** is a four-year grant initiative which was awarded to the County of San Diego Behavioral Health Services and the San Diego County Office of Education (SDCOE). SDCOE will lead the COPES initiative and build the capacity of LEAs to support school communities that champion mental wellness by targeting efforts in staff and student wellness, stigma reduction, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students, and families and coordinated referral pathways for students needing mental/behavioral health services.

Audeo, Audeo II, and Audeo III will participate in this grant. The schools will submit an invoice to SDCOE at the end of each quarter to get reimbursement for its expenditures, not to exceed \$12,000 per calendar year for 4 years beginning 2022 through 2025. Audeo III included \$2,171 in its budget for this FY, which is under local revenue.

- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. Audeo III used the three quarters data in 2021 only. Additionally, all wages paid by Federal funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

Audeo III applied for and anticipates receiving ERC in the amount of \$260,567, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*, Instructional Leads)	1100	8.17
Certificated Pupil Support (Counselors/Nurse/Psychologist/Social Worker/Tech Lead)	1200	0.66
Certificated Supervisor & Administrator	1300	0.63
Other Certificated Teacher Resource (CTR)	1900	3.00
Classified Support (Admin Support)	2200	0.06
Classified Supervisor & Administrator	2300	0.24
Clerical, Technical & Office Staff	2400	2.17
Other Classified (Administrative Support)	2900	0.03
TOTAL FTE POSITIONS BUDGETED		14.96

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseloads. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 34.6%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$3,853	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.22%	1.22%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo III has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo III has allocated \$9,508 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$444,153 representing 16.77% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo III will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo III reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo III has deployed an integrated marketing plan to support organizational growth. To reach Audeo III's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, Audeo III has allocated \$26,478 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

DISTRICT OVERSIGHT FEES

Audeo III will pay its authorizing District (Escondido Union High School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo III has budgeted \$17,785 for FY 2022-23 for oversight fees, which is included in object code 5800.

RESERVES

Audeo III has allocated reserves of \$158,865 for FY 2022-23 representing 6% of total revenues of \$2,647,756.

FACILITIES

Audeo III carries contractual lease agreements with an annual cost of \$136,651 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2028) is \$724,164.



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022-2023**

REVENUES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF				
LCFF State Aid	8011	\$ 1,164,254.00	\$ 1,013,125.00	\$ 151,129.00
LCFF State Aid - PY	8019	(2,981.00)	\$ -	(2,981.00)
Education Protection Account	8012	25,217.00	23,790.00	1,427.00
In-Lieu of Property Taxes	8096	592,013.00	545,763.00	46,250.00
TOTAL, LCFF ENTITLEMENT		\$ 1,778,503.00	\$ 1,582,678.00	\$ 195,825.00
FEDERAL REVENUES				
Special Ed - Federal IDEA	8181	\$ 11,263.00	\$ 11,263.00	\$ -
Special Ed - IDEA Local Assistance, Part B, Early Intervening Services	8990	1,987.00	1,988.00	(1.00)
Special Ed - ARP	8182	4,245.00	4,245.00	-
Special Ed - Mental Health Level III	8182	184,827.00	-	184,827.00
ESSER III	8290	12,000.00	90,940.00	(78,940.00)
ELO ESSER II	8290	14,780.00	14,780.00	-
ELO GEER II	8290	3,392.00	3,392.00	-
ELO ESSER III - Emergency Needs	8290	3,050.00	9,635.00	(6,585.00)
ELO ESSER III - Learning Loss	8290	3,937.00	16,609.00	(12,672.00)
Title I, Part A - Basic Grants Low-Income & Neglected	8290	28,365.00	27,081.00	1,284.00
Title II, Part A - Improving Teacher Quality Program	8290	3,557.00	3,997.00	(440.00)
Title III - Limited English Proficient Study Program	8290	3,128.00	3,159.00	(31.00)
Title IV, Part A, Student Support and Academic Enrich.	8290	10,000.00	10,000.00	-
ARP - Homeless Children and Youth II (ARP-HCY II)	8290	549.00	549.00	-
Project SaFE	8290	1,900.00	1,900.00	-
TOTAL, FEDERAL REVENUES		\$ 286,980.00	\$ 199,538.00	\$ 87,442.00
STATE REVENUES OTHER THAN LCFF				
Mandate Block Grant	8550	\$ 5,458.00	\$ 5,458.00	\$ -
One-time Discretionary Block Grant	8550	-	178,425.00	(178,425.00)
State Lottery Revenue - Non Prop-20	8560	21,477.00	20,251.00	1,226.00
State Lottery Revenue - Prop-20	8560	8,714.00	8,076.00	638.00
Special Education	8792	103,391.00	97,539.00	5,852.00
Special Education - Mental Health Level 2	8590	6,304.00	13,714.00	(7,410.00)
Career Technical Education Incentive	8590	135,284.00	172,784.00	(37,500.00)
Educator Effectiveness Block Grant	8590	5,537.00	5,537.00	-
Dispute Prevention	8590	4,491.00	4,176.00	315.00
Learning Recovery	8590	20,027.00	20,342.00	(315.00)
A-G Access/Success Grant	8590	-	18,750.00	(18,750.00)
A-G Learning Loss Mitigation Grant	8590	-	18,750.00	(18,750.00)
Ethnic Studies Block Grant	8590	2,352.00	2,352.00	-
TOTAL, STATE REVENUES		\$ 313,035.00	\$ 566,154.00	\$ (253,119.00)
LOCAL REVENUES				
Interest Income	8660	\$ 4,500.00	\$ 4,500.00	\$ -
All Other Local Revenue	8699	2,000.00	2,000.00	-
Employee Retention Credit	8699	260,567.00	-	260,567.00
Creating Opportunities in Preventing & Eliminating Suicide (COPES)	8689	2,171.00	-	2,171.00
TOTAL LOCAL REVENUES		\$ 269,238.00	\$ 6,500.00	\$ 262,738.00
TOTAL, REVENUES		\$ 2,647,756.00	\$ 2,354,870.00	\$ 292,886.00



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022-2023**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES				
Certificated Teachers' Salaries	1100	\$ 665,073.00	\$ 629,252.00	\$ 35,821.00
Certificated Pupil Support Salaries	1200	85,606.00	140,176.00	(54,570.00)
Certificated Supervisors' & Administrators' Salaries	1300	99,189.00	83,166.00	16,023.00
Other Certificated Salaries	1900	70,757.00	59,731.00	11,026.00
TOTAL, CERTIFICATED SALARIES		\$ 920,625.00	\$ 912,325.00	\$ 8,300.00
CLASSIFIED SALARIES				
Classified Support Salaries	2200	\$ 2,490.00	\$ 44,438.00	\$ (41,948.00)
Classified Supervisors' & Administrators' Salaries	2300	37,823.00	14,275.00	23,548.00
Clerical, Technical and Office Salaries	2400	120,434.00	100,925.00	19,509.00
Other Certificated Salaries	2900	3,326.00	3,231.00	95.00
TOTAL, CLASSIFIED SALARIES		\$ 164,073.00	\$ 162,869.00	\$ 1,204.00
EMPLOYEE BENEFITS				
STRS Retirement	3100	\$ 177,964.00	\$ 174,254.00	\$ 3,710.00
PERS Retirement	3200	38,632.00	41,320.00	(2,688.00)
Social Security/Medicare	3300	25,201.00	25,688.00	(487.00)
Health and Welfare	3400	294,963.00	272,252.00	22,711.00
Unemployment Insurance	3500	5,424.00	5,376.00	48.00
Workers Compensation Insurance	3600	13,253.00	13,118.00	135.00
TOTAL EMPLOYEE BENEFITS		\$ 555,437.00	\$ 532,008.00	\$ 23,429.00
TOTAL PERSONNEL COST		\$ 1,640,135.00	\$ 1,607,202.00	\$ 32,933.00



**REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022-2023**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks and Core Curricula Materials	4100	\$ 13,750.00	\$ 12,525.00	\$ 1,225.00
Books other than textbooks	4200	1,200.00	1,500.00	(300.00)
Instructional Materials and Supplies	4300	22,285.00	21,350.00	935.00
On-line Courses	4312	10,335.00	10,090.00	245.00
Research and Development	4313	2,500.00	2,336.00	164.00
Non-Capitalized Equipment	4400	13,761.00	12,000.00	1,761.00
Food	4700	3,500.00	5,000.00	(1,500.00)
TOTAL, BOOKS AND SUPPLIES		\$ 67,331.00	\$ 64,801.00	\$ 2,530.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 18,090.00	\$ 19,169.00	\$ (1,079.00)
Research and Development - Travel	5202	7,008.00	7,009.00	(1.00)
Dues and Memberships	5300	4,450.00	4,500.00	(50.00)
Liability Insurance	5400	11,545.00	13,850.00	(2,305.00)
Operations and Housekeeping Services	5500	40,508.00	44,270.00	(3,762.00)
Rental, Leases & Repairs	5600	171,028.00	189,156.00	(18,128.00)
Prof/Consulting Services/Oper. Exp.	5800	417,675.00	182,876.00	234,799.00
Marketing	5812	26,478.00	18,839.00	7,639.00
Communication	5900	19,106.00	20,014.00	(908.00)
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 715,888.00	\$ 499,683.00	\$ 216,205.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 53,617.00	53,617.00	\$ -
Depreciation - Equipment	6900	9,323.00	9,323.00	-
TOTAL, CAPITAL OUTLAY		\$ 62,940.00	\$ 62,940.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest	7438	\$ 2,597.00	\$ 2,500.00	\$ 97.00
TOTAL, OTHER OUTGO		\$ 2,597.00	\$ 2,500.00	\$ 97.00
RESERVES				
Operational Reserve	9730	\$ 79,432.50	\$ 58,872.00	\$ 20,560.50
Reserve for Economic Uncertainties	9770	79,432.50	58,872.00	\$ 20,560.50
TOTAL, RESERVES		\$ 158,865.00	\$ 117,744.00	\$ 41,121.00
%		6%	5%	
TOTAL, EXPENDITURES		\$ 2,647,756.00	\$ 2,354,870.00	\$ 292,886.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,179,737.00	3,467,112.00	915,159.00	3,467,112.00	0.00	0.0%
2) Federal Revenue		8100-8299	374,449.00	274,096.00	18,836.51	274,096.00	0.00	0.0%
3) Other State Revenue		8300-8599	97,154.00	89,417.99	9,173.99	89,417.99	0.00	0.0%
4) Other Local Revenue		8600-8799	205,948.00	319,923.00	52,950.98	319,923.00	0.00	0.0%
5) TOTAL, REVENUES			3,857,288.00	4,150,548.99	996,120.48	4,150,548.99		
B. EXPENSES								
1) Certificated Salaries		1000-1999	1,489,896.40	1,456,312.80	336,974.55	1,456,312.80	0.00	0.0%
2) Classified Salaries		2000-2999	239,570.28	296,676.43	85,947.44	296,676.43	0.00	0.0%
3) Employee Benefits		3000-3999	920,492.99	882,534.02	191,065.08	882,534.02	0.00	0.0%
4) Books and Supplies		4000-4999	158,979.05	205,178.18	28,556.40	205,178.18	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	644,434.31	793,205.76	217,311.24	793,205.76	0.00	0.0%
6) Depreciation and Amortization		6000-6999	17,065.44	17,455.20	5,818.40	17,455.20	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	1,120.69	1,120.69	607.00	1,120.69	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,471,559.16	3,652,483.08	866,280.11	3,652,483.08		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			385,728.84	498,065.91	129,840.37	498,065.91		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			385,728.84	498,065.91	129,840.37	498,065.91		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	1,699,230.62	1,699,230.62		1,699,230.62	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,699,230.62	1,699,230.62		1,699,230.62		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,699,230.62	1,699,230.62		1,699,230.62		
2) Ending Net Position, June 30 (E + F1e)			2,084,959.46	2,197,296.53		2,197,296.53		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	133,940.52	133,290.92		133,290.92		
b) Restricted Net Position		9797	18,860.20	4,011.00		4,011.00		
c) Unrestricted Net Position		9790	1,932,158.74	2,059,994.61		2,059,994.61		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	2,187,120.00	2,394,919.00	629,944.00	2,394,919.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Education Protection Account State Aid - Current Year		8012	736,713.00	799,698.00	194,897.00	799,698.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	255,904.00	272,495.00	90,318.00	272,495.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,179,737.00	3,467,112.00	915,159.00	3,467,112.00	0.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	29,375.00	29,375.00	0.00	29,375.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	54,044.00	53,438.00	0.00	53,438.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	8,267.00	7,940.00	0.00	7,940.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	2,691.00	3,128.00	0.00	3,128.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	270,072.00	170,215.00	18,836.51	170,215.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			374,449.00	274,096.00	18,836.51	274,096.00	0.00	0.0%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	10,994.00	10,994.00	0.00	10,994.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	58,532.00	60,805.99	720.99	60,805.99	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	27,628.00	17,618.00	8,453.00	17,618.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			97,154.00	89,417.99	9,173.99	89,417.99	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,800.00	2,000.00	0.00	2,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	600.00	111,176.00	295.98	111,176.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	201,548.00	206,747.00	52,655.00	206,747.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			205,948.00	319,923.00	52,950.98	319,923.00	0.00	0.0%
TOTAL, REVENUES			3,857,288.00	4,150,548.99	996,120.48	4,150,548.99		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,074,733.30	1,056,314.87	244,046.51	1,056,314.87	0.00	0.0%
Certificated Pupil Support Salaries		1200	112,353.16	92,497.81	27,253.70	92,497.81	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	159,550.74	205,374.04	65,674.34	205,374.04	0.00	0.0%
Other Certificated Salaries		1900	143,259.20	102,126.08	0.00	102,126.08	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,489,896.40	1,456,312.80	336,974.55	1,456,312.80	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Classified Support Salaries		2200	4,482.73	9,601.63	2,844.54	9,601.63	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	59,739.70	79,328.59	22,963.76	79,328.59	0.00	0.0%
Clerical, Technical and Office Salaries		2400	168,885.19	200,894.74	57,954.74	200,894.74	0.00	0.0%
Other Classified Salaries		2900	6,462.66	6,851.47	2,184.40	6,851.47	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			239,570.28	296,676.43	85,947.44	296,676.43	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	285,951.11	282,208.57	65,432.12	282,208.57	0.00	0.0%
PERS		3201-3202	58,944.78	69,290.05	19,790.10	69,290.05	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	39,482.36	42,387.13	11,013.75	42,387.13	0.00	0.0%
Health and Welfare Benefits		3401-3402	507,405.60	459,524.01	87,775.81	459,524.01	0.00	0.0%
Unemployment Insurance		3501-3502	8,647.32	8,765.04	2,114.76	8,765.04	0.00	0.0%
Workers' Compensation		3601-3602	20,061.82	20,359.22	4,938.54	20,359.22	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			920,492.99	882,534.02	191,065.08	882,534.02	0.00	0.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	22,800.00	29,800.00	216.74	29,800.00	0.00	0.0%
Books and Other Reference Materials		4200	4,200.00	5,418.47	288.47	5,418.47	0.00	0.0%
Materials and Supplies		4300	96,679.05	122,259.71	27,080.18	122,259.71	0.00	0.0%
Noncapitalized Equipment		4400	30,500.00	41,400.00	0.00	41,400.00	0.00	0.0%
Food		4700	4,800.00	6,300.00	971.01	6,300.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			158,979.05	205,178.18	28,556.40	205,178.18	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	33,883.01	44,744.63	5,820.55	44,744.63	0.00	0.0%
Dues and Memberships		5300	5,539.86	7,248.31	4,703.80	7,248.31	0.00	0.0%
Insurance		5400-5450	22,048.19	22,262.00	21,717.20	22,262.00	0.00	0.0%
Operations and Housekeeping Services		5500	60,789.04	76,163.44	13,598.92	76,163.44	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	246,688.43	262,497.39	91,427.99	262,497.39	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and								
Operating Expenditures		5800	254,623.72	352,042.39	74,849.19	352,042.39	0.00	0.0%
Communications		5900	20,862.06	28,247.60	5,193.59	28,247.60	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			644,434.31	793,205.76	217,311.24	793,205.76	0.00	0.0%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	17,065.44	17,455.20	5,818.40	17,455.20	0.00	0.0%
Amortization Expense—Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			17,065.44	17,455.20	5,818.40	17,455.20	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	1,120.69	1,120.69	607.00	1,120.69	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,120.69	1,120.69	607.00	1,120.69	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			3,471,559.16	3,652,483.08	866,280.11	3,652,483.08		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
7810	Other Restricted State	4,011.00
Total, Restricted Net Position		4,011.00



Assumptions for Revised Preliminary Operational Budget FY 2022-23

The Audeo Valley Charter School is an independent study program. Audeo Valley takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Audeo Valley, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (**ADA**) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Audeo Valley is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Audeo Valley is 71.07%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Audeo Valley's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Adjusted Grades 4-6 Base Grant	\$9,304
Adjusted Grades 7-8 Base Grant	\$9,580
Adjusted Grades 9-12 Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
Audeo Valley's Unduplicated Pupil Percentage (Rolling Average)	71.07%
District's Unduplicated Pupil Percentage (MVUSD)	83.47%

* Amount represents the 2022-23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Projected P-2)	FY 2021-22 (Actual P-2)
Enrollment	278	271
Students Served	380	342
ADA:		
Grade 4-6	12.00	11.70
Grade 7-8	36.28	35.36
Grade 9-12	203.85	198.73
Total ADA	252.13	245.79

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$3,467,112
Federal Revenues	274,096
State Revenues Other than LCFF	296,165
Local Revenues	2,500
Employee Retention Credit (ERC)	110,676
Total Projected Revenues	\$4,150,549

- **In Lieu of Property Taxes** of \$1,080.77 per current year (CY) P-2 ADA is based on FY 2021-22 P-2 rate for Moreno Valley Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.

- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends lottery funding is projected based on PY annual ADA. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to how the first ESSER funds were distributed. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Deadline for obligation of this fund is September 30, 2023.

Audeo Valley's ESSER II allocation is \$165,215 and is included in this budget.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Audeo Valley has developed and adopted a Plan for usings its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Audeo Valley's ESSER III revised allocation is \$371,394 and of that amount, \$3,664 was spent in FY 2021-22. Audeo Valley included \$91,822 in its FY 2022-23 Preliminary Budget but with the increases in LCFF and local revenues, budgeted amount was lowered to \$5,000. The remaining allocation of \$362,730 will be included in its FY 2023-24 budget.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Audeo Valley chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Audeo Valley has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Audeo Valley's allocation total is \$27,419 and of this amount the first 80% apportionment of \$21,935 was recorded in FY 2021-22. The remaining 20% amounting to \$5,484 was included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Audeo Valley's total allocation is \$5,011.
- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. Audeo Valley used the three quarters data in 2021 only. Additionally, all wages paid by Federal Funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

Audeo Valley applied for and anticipates to receiving ERC in the amount of \$110,676, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY**Table 4:**

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*)	1100	12.20
Certificated Pupil Support (Counselor/Nurse/Psychologist)	1200	0.94
Certificated Supervisor & Administrator	1300	1.28
Other Certificated Teacher Resource (CTR)	1900	4.00
Classified Support Salaries	2200	0.15
Classified Supervisor & Administrator	2300	0.48
Clerical, Technical & Office Staff	2400	3.46
Other Classified Salaries	2900	0.06
TOTAL FTE POSITIONS BUDGETED		22.57

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 18%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan Monthly Rates			
- Medical \$2,200	3401-02		
- Dental \$ 360			
- Vision \$ 81			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.16%	1.16%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Audeo Valley has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Audeo Valley has allocated \$15,345 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$ 352,043 representing 8.5% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student file audit, advertising, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Audeo Valley will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Audeo Valley reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Audeo Valley has deployed an integrated marketing plan to support organizational growth. To reach Audeo Valley's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, Audeo Valley has allocated \$41,505 for marketing expenses included in the object code 5800 and represents 1% of its total budget.

AUTHORIZER OVERSIGHT FEES

Audeo Valley will pay its authorizer (Riverside County Office of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Audeo Valley has budgeted \$34,671 for FY 2022-23 for oversight fees.

RESERVES

Audeo Valley has allocated reserves of \$498,065 for FY 2022-23 representing 12% of total revenues of \$4,150,549.

FACILITIES

Audeo Valley carries contractual lease agreements with an annual cost of \$182,410 for fiscal year 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2027) is \$1,069,222.

Audeo Valley Charter School

Revised Preliminary Operational Budget FY 2022-23

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 2,394,919.00	\$ 2,187,120.00	\$ 207,799.00
Education Protection Account (EPA)	8012	+	799,698.00	736,713.00	62,985.00
In Lieu of Property Taxes - Current Year	8096	+	272,495.00	255,904.00	16,591.00
TOTAL, LCFF SOURCES		=	\$ 3,467,112.00	\$ 3,179,737.00	\$ 287,375.00
FEDERAL REVENUES					
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$ 29,375.00	\$ 29,375.00	\$ -
Title I, Part A - Improving Basic Programs	8290	+	53,438.00	54,044.00	(606.00)
Title II, Part A - Supporting Effective Instruction	8290	+	7,940.00	8,267.00	(327.00)
Title III, Part A - English Learner Student Program	8290	+	3,128.00	2,691.00	437.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00	10,000.00	-
Elementary and Secondary School Relief (ESSER) II	8290	+	165,215.00	178,250.00	(13,035.00)
Elementary and Secondary School Relief (ESSER) III	8290	+	5,000.00	21,416.00	(16,416.00)
Elementary and Secondary School Relief (ESSER) III - Learning Loss	8290	+	-	70,406.00	(70,406.00)
TOTAL, FEDERAL REVENUES		=	\$ 274,096.00	\$ 374,449.00	\$ (100,353.00)
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 10,994.00	\$ 10,994.00	\$ -
Lottery: Unrestricted	8560	+	43,099.00	41,845.00	1,254.00
Lottery: Instructional Materials	8560	+	16,986.00	16,687.00	299.00
Lottery: Instructional Materials PY	8560	+	721.00	-	721.00
Special Education	8792	+	206,747.00	201,548.00	5,199.00
Special Education: Mental Health Services - Level 2	8590	+	12,607.00	17,133.00	(4,526.00)
Educator Effectiveness	8590	+	-	5,484.00	(5,484.00)
Ethnic Studies Block Grant	8590	+	5,011.00	5,011.00	-
TOTAL, OTHER STATE REVENUES		=	\$ 296,165.00	\$ 298,702.00	\$ (2,537.00)
LOCAL REVENUES					
Interest Income	8660	+	\$ 2,000.00	\$ 3,800.00	\$ (1,800.00)
All Other Local Revenue	8699	+	500.00	600.00	(100.00)
Employee Retention Credit	8699	+	110,676.00	-	110,676.00
TOTAL, LOCAL REVENUES		=	\$ 113,176.00	\$ 4,400.00	\$ 108,776.00
TOTAL, REVENUES			\$ 4,150,549.00	\$ 3,857,288.00	\$ 293,261.00

AudeoValley Charter School

Revised Preliminary Operational Budget FY 2022-23

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+	\$ 1,056,314.00	\$ 1,074,733.00	\$ (18,419.00)
Certificated Pupil Support Salaries	1200	+	92,498.00	112,353.00	(19,855.00)
Certificated Supervisors' & Administrators' Salaries	1300	+	205,374.00	159,551.00	45,823.00
Other Certificated Salaries	1900	+	102,127.00	143,260.00	(41,133.00)
TOTAL, CERTIFICATED SALARIES		=	\$ 1,456,313.00	\$ 1,489,897.00	\$ (33,584.00)
CLASSIFIED SALARIES					
Classified Support Salaries	2200	+	\$ 9,602.00	\$ 4,483.00	\$ 5,119.00
Classified Supervisors' & Administrators' Salaries	2300	+	79,329.00	59,740.00	19,589.00
Clerical, Technical and Office Staff Salaries	2400	+	200,895.00	168,885.00	32,010.00
Other Classified Salaries	2900	+	6,851.00	6,462.00	(389.00)
TOTAL, CLASSIFIED SALARIES		=	\$ 296,677.00	\$ 239,570.00	\$ 57,107.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	+	\$ 282,209.00	\$ 285,951.00	\$ (3,742.00)
PERS Retirement	3200	+	69,290.00	58,945.00	10,345.00
Social Security/Medicare	3300	+	42,387.00	39,482.00	2,905.00
Health and Welfare	3400	+	459,524.00	507,406.00	(47,882.00)
Unemployment Insurance	3500	+	8,765.00	8,647.00	118.00
Workers Compensation	3600	+	20,359.00	20,062.00	297.00
TOTAL, EMPLOYEE BENEFITS		=	\$ 882,534.00	\$ 920,493.00	\$ (37,959.00)
TOTAL, PERSONNEL COST			\$ 2,635,524.00	\$ 2,649,960.00	\$ (14,436.00)

AudeoValley Charter School

Revised Preliminary Operational Budget FY 2022-23

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET		PRELIMINARY BUDGET		INCREASE (DECREASE)
BOOKS AND SUPPLIES							
Textbooks and Core Curricula Materials	4100	+	\$ 29,800.00	\$	22,800.00	\$	7,000.00
Books and Other Reference Materials	4200	+	5,418.00		4,200.00		1,218.00
Materials and Supplies	4300	+	94,188.00		69,796.00		24,392.00
On-Line Courses	4312	+	24,235.00		23,687.00		548.00
Research and Development	4313	+	3,837.00		3,197.00		640.00
Noncapitalized Equipment	4400	+	41,400.00		30,500.00		10,900.00
Food	4700	+	6,300.00		4,799.00		1,501.00
TOTAL, BOOKS AND SUPPLIES		=	\$ 205,178.00	\$	158,979.00	\$	46,199.00
SERVICES AND OTHER OPERATING EXPENSES							
Travel and Conference	5200	+	\$ 33,237.00	\$	24,293.00	\$	8,944.00
Research and Development Travel	5202	+	11,508.00		9,590.00		1,918.00
Dues and Memberships	5300	+	7,248.00		5,540.00		1,708.00
Liability Insurance	5400	+	22,262.00		22,048.00		214.00
Operations and Housekeeping Services	5500	+	76,163.00		60,789.00		15,374.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	262,497.00		246,688.00		15,809.00
Professional/Consulting Services/Operating Exp.	5800	+	310,538.00		223,766.00		86,772.00
Marketing Fees	5812	+	41,505.00		30,858.00		10,647.00
Communications	5900	+	28,248.00		20,862.00		7,386.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 793,206.00	\$	644,434.00	\$	148,772.00
CAPITAL OUTLAY							
Depreciation - Equipment	6900	+	\$ 3,105.00	\$	3,105.00	\$	-
Depreciation - Leasehold Improvement	6900	+	14,350.00		13,960.00		390.00
TOTAL, CAPITAL OUTLAY		=	\$ 17,455.00	\$	17,065.00	\$	390.00
OTHER OUTGO							
Debt Service Payment - Interest (Capitalized Leases & CSFA)	7438	+	\$ 1,121.00	\$	1,121.00	\$	-
TOTAL, OTHER OUTGO		=	\$ 1,121.00	\$	1,121.00	\$	-
RESERVES							
Operational Reserve	9780	+	\$ 249,033.00	\$	192,865.00	\$	56,168.00
Reserve for Economic Uncertainties	9789	+	249,032.00		192,864.00		56,168.00
TOTAL, RESERVES		=	\$ 498,065.00	\$	385,729.00	\$	112,336.00
%			12%		10%		
TOTAL, EXPENDITURES			\$ 4,150,549.00	\$	3,857,288.00	\$	293,261.00

Fiscal Year Ending June 30, 2023

- ☒ First Interim/October 31st
- ☐ Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Grossmont Secondary School

CDS #: 37770990136077

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1889

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		Projected Budget			Actual To-Date		
Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. Revenue Limit Sources							
Local Control Funding Formula	8011	4,041,531.00		4,041,531.00	1,216,024.00		1,216,024.00
Education Protection Account	8012	60,768.00		60,768.00	16,487.00		16,487.00
State Aid - Prior Years	8019			0.00			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00			0.00
County and District Taxes (for rev. limit funded schools)	8040-8079			0.00			0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00			0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092			0.00			0.00
Transfers from Sponsoring LEAs to Charter Schools							
In Lieu of Property Taxes	8096			0.00			0.00
Other Revenue Limit Transfers	8091, 8097			0.00			0.00
Total, Revenue Limit Sources		4,102,299.00	0.00	4,102,299.00	1,232,511.00	0.00	1,232,511.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind / ESSA	8290		93,491.00	93,491.00			0.00
Special Education - Federal	8181, 8182		35,250.00	35,250.00			0.00
Child Nutrition - Federal	8220			0.00			0.00
Other Federal Revenues	8110, 8260-8299		74,844.00	74,844.00		25,767.43	25,767.43
Total, Federal Revenues		0.00	203,585.00	203,585.00	0.00	25,767.43	25,767.43
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480-8434			0.00			0.00
Special Education - State	StateRevSE		292,494.00	292,494.00		74,394.00	74,394.00
All Other State Revenues	StateRevAO	70,727.00	307,888.00	378,615.00	1,002.11	124,675.96	125,678.07
Total, Other State Revenues		70,727.00	600,382.00	671,109.00	1,002.11	199,069.96	200,072.07
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	677,690.00		677,690.00	16,785.27		16,785.27
Total, Local Revenues		677,690.00	0.00	677,690.00	16,785.27	0.00	16,785.27
5. TOTAL REVENUES		4,850,716.00	803,967.00	5,654,683.00	1,250,298.38	224,837.39	1,475,135.77
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	1,043,475.00	432,188.00	1,475,663.00	261,919.21	155,544.88	417,464.09
Certificated Pupil Support Salaries	1200	122,355.00	64,315.00	186,670.00	36,677.48	18,559.49	55,236.97
Certificated Supervisors' and Administrators' Salaries	1300	154,911.00	48,279.00	203,190.00	40,661.02	24,827.00	65,488.02
Other Certificated Salaries	1900	112,171.00	50,558.00	162,729.00	0.00	12,627.00	12,627.00
Total, Certificated Salaries		1,432,912.00	595,340.00	2,028,252.00	339,257.71	211,558.37	550,816.08
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100			0.00			0.00
Non-certificated Support Salaries	2200	14,632.00	2,009.00	16,641.00	3,245.50	547.20	3,792.70
Non-certificated Supervisors' and Administrators' Sal.	2300	89,277.00	3,556.00	92,833.00	28,692.32	1,926.00	30,618.32
Clerical and Office Salaries	2400	277,627.00	1,530.00	279,157.00	59,655.65	897.31	60,552.96
Other Non-certificated Salaries	2900	8,647.00	0.00	8,647.00	2,912.48	0.00	2,912.48
Total, Non-certificated Salaries		390,183.00	7,095.00	397,278.00	94,505.95	3,370.51	97,876.46
3. Employee Benefits							
STRS	3100-3102	275,324.00	93,188.00	368,512.00	64,973.76	32,464.57	97,438.33
PERS	3200-3202	94,905.00	27,847.00	122,752.00	21,620.18	9,478.52	31,098.70
OASDI / Medicare / Alternative	3300-3302	49,649.00	15,420.00	65,069.00	11,544.23	5,320.87	16,865.10
Health and Welfare Benefits	3400-3402	727,449.00	188,538.00	915,987.00	110,559.38	65,058.79	175,618.17
Unemployment Insurance	3500-3502	9,118.00	3,010.00	12,128.00	2,168.86	1,074.64	3,243.50
Workers' Compensation Insurance	3600-3602	20,780.00	6,902.00	27,682.00	4,969.83	2,465.95	7,435.78
Retiree Benefits	3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00			0.00
Other Employee Benefits	3901-3902			0.00			0.00
Total, Employee Benefits		1,177,225.00	334,905.00	1,512,130.00	215,836.24	115,863.34	331,699.58
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	11,845.00	16,475.00	28,320.00	0.00	290.91	290.91
Books and Other Reference Materials	4200	1,424.00	376.00	1,800.00	0.00	126.36	126.36
Materials and Supplies	4300	92,790.00	29,265.00	122,055.00	12,473.46	3,252.68	15,726.14
Noncapitalized Equipment	4400	35,285.00	465.00	35,750.00	0.00	0.00	0.00
Food	4700	2,720.00	3,280.00	6,000.00	0.00	1,433.21	1,433.21
Total, Books and Supplies		144,064.00	49,861.00	193,925.00	12,473.46	5,103.16	17,576.62

Fiscal Year Ending June 30, 2023

CHARTER SCHOOL INTERIM BUDGET REPORT

- ☒ First Interim/October 31st
☐ Second Interim/January 31st

Charter School Name: Grossmont Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	25,360.00	15,845.00	41,205.00	3,483.27	8,855.16	12,338.43
Dues and Memberships	5300	18,892.00	908.00	19,800.00	5,948.87	407.70	6,356.57
Insurance	5400	29,531.00	220.00	29,751.00	28,026.02	30.08	28,056.10
Operations and Housekeeping Services	5500	78,024.00	25,100.00	103,124.00	9,500.30	14,268.96	23,769.26
Rentals, Leases, Repairs, and Noncap. Improvements	5600	228,554.00	3,000.00	231,554.00	82,495.80	1,115.42	83,611.22
Professional/Consulting Services and Operating Expend.	5800	297,377.00	168,379.00	465,756.00	78,453.28	36,966.20	115,419.48
Communications	5900	70,842.00	7,260.00	78,102.00	269.42	4,729.10	4,998.52
Total, Services and Other Operating Expenditures		748,580.00	220,712.00	969,292.00	208,176.96	66,372.62	274,549.58
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	155,698.00		155,698.00	53,405.61		53,405.61
Total, Capital Outlay		155,698.00	0.00	155,698.00	53,405.61	0.00	53,405.61
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399	(47,255.00)	47,255.00	0.00			0.00
Debt Service:							
Interest	7438	2,279.00		2,279.00			0.00
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		(44,976.00)	47,255.00	2,279.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,003,686.00	1,255,168.00	5,258,854.00	923,655.93	402,268.00	1,325,923.93
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		847,030.00	(451,201.00)	395,829.00	326,642.45	(177,430.61)	149,211.84
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0.00			0.00
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(341,941.64)	341,941.64	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(341,941.64)	341,941.64	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		505,088.36	(109,259.36)	395,829.00	326,642.45	(177,430.61)	149,211.84
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	4,687,553.02	154,914.45	4,842,467.47	4,687,553.02	154,914.45	4,842,467.47
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		4,687,553.02	154,914.45	4,842,467.47	4,687,553.02	154,914.45	4,842,467.47
2. Ending Fund Balance, June 30 (E + F1c)		5,192,641.38	45,655.09	5,238,296.47	5,014,195.47	(22,516.16)	4,991,679.31
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	58,312.22	5,060.25	63,372.47
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	5,192,641.38	45,655.09	5,238,296.47	4,955,883.25	(27,576.41)	4,928,306.84
* Percent of Total Expenditures and Other Uses		98.74%	0.87%	99.61%	373.77%	-2.08%	371.69%

Fiscal Year Ending June 30, 2023
☒ First Interim/October 31st
☐ Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Grossmont Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS							
1. Cash							
In County Treasury	9110				4,290,728.92	475,848.78	4,766,577.70
Fair Value Adjustment to Cash in County Treasury	9111						0.00
In Banks	9120				623,758.32	(337,909.44)	285,848.88
In Revolving Fund	9130						0.00
With Fiscal Agent	9135						0.00
Collections Awaiting Deposit	9140						0.00
2. Investments	9150						0.00
3. Accounts Receivable	9200				7,380.27	21.53	7,401.80
4. Due from Grantor Government	9290					156,689.92	156,689.92
5. Stores	9320						0.00
6. Prepaid Expenditures (Expenses)	9330				58,312.22	5,060.25	63,372.47
7. Other Current Assets	9340				8,591.00		8,591.00
8. Capital Assets (for accrual basis only)	9400-9499				132,779.46		132,779.46
9. TOTAL ASSETS					5,121,550.19	299,711.04	5,421,261.23
H. LIABILITIES							
1. Accounts Payable	9500				70,008.43	1,292.87	71,301.30
2. Due to Grantor Government	9590						0.00
3. Current Liabilities	9641				9,742.87		9,742.87
4. Deferred Revenue	9650					320,934.33	320,934.33
5. Long-Term Liabilities (for accrual basis only)	9660-9669				27,603.42		27,603.42
6. TOTAL LIABILITIES					107,354.72	322,227.20	429,581.92
I. FUND BALANCE							
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)					5,014,195.47	(22,516.16)	4,991,679.31



Assumptions for Revised Preliminary Operational Budget FY 2022-23

Grossmont Secondary School (GSS) is an independent study program. GSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like GSS, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. GSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for GSS is 66.02%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan,

which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build GSS's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Grades 4-6 Adjusted Base Grant	\$9,304
Grades 7-8 Adjusted Base Grant	\$9,580
Grades 9-12 Adjusted Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
GSS's Unduplicated Pupil Percentage (Rolling Average)	66.02%
District's Unduplicated Pupil Percentage (GUHSD)	71.06%

*Amount represents the 2022–23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Projected P-2)	FY 2021-22 (Actual P-2)	FY 2020-21 (Actual P-2)
Enrollment	331	325	333
Students Served	598	558	592
ADA:			
Grade 7-8	29.20	31.68	36.26
Grade 9-12	274.64	298.06	303.97
Total ADA	303.84	329.74	340.23

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$4,102,299
Federal Revenues	203,585
State Revenues Other than LCFF	671,109
Local Revenues	33,087
Employee Retention Credit (ERC)	644,603
Total Projected Revenues	\$5,654,683

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round II (ESSER II) Fund:

On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act was enacted which included a second round of Elementary and Secondary School Emergency Relief (ESSER), referenced as ESSER II. The state of California is mandated to distribute a minimum of 90% of these funds to local educational agencies (LEAs) by following Title I, Part A allocation schedule, similar to

how the first ESSER funds were distributed. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. Deadline for obligation of this fund is September 30, 2023.

GSS's revised ESSER II allocation is \$227,808 and of this amount, \$161,057 was spent in prior years. The remaining ESSER II funds of \$66,751 are included in this budget.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. GSS has developed and adopted a Plan for how it will use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

GSS's ESSER III revised allocation is \$512,141 and of that amount \$17,104 was spent in FY 21-22. The remaining allocation of \$495,037 will be included in its FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth are able to attend school and participate fully in school activities. GSS's allocation amount is \$3,393.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and GSS is a subrecipient for \$4,700. As a subrecipient, GSS will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.

- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. GSS has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

GSS's allocation total is \$60,830 and of that amount the first 80% apportionment of \$48,664 was recorded in FY 21-22. The remaining 20% amounting to \$12,166 was included in the Preliminary Budget but is now deferred due to increases in federal and local revenues.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125.00 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. GSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024.

GSS included \$384,733 in its Preliminary Budget but lowered it to \$278,956 due to increases in federal and local revenues.

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$6,540 and Learning Recovery funds of \$21,613 are included in this budget.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. GSS has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

GSS's total allocation is \$150,000 and of this amount the first 75% apportionment of \$112,500 was recorded in FY 21-22. The remaining 25% amounting to \$37,500 was included in the Preliminary Budget but is now deferred due to increases in federal and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. GSS's total allocation is \$6,571.
- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. GSS used the three quarters data in 2021 only. Additionally, all wages paid by Federal Funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

GSS applied for and anticipates receiving ERC in the amount of \$644,603, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*)	1100	15.72
Certificated Pupil Support (Counselors/Nurse/Psychologist)	1200	2.52
Certificated Supervisor & Administrator	1300	1.25
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2200	0.20
Classified Supervisor & Administrator	2300	0.56
Clerical, Technical & Office Staff	2400	6.76
Other Classified Salaries	2900	0.08
TOTAL FTE POSITIONS BUDGETED		32.09

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 23.0%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan			
<u>Monthly Rates</u>			
- Medical \$ 4,500			
- Dental \$ 270			
- Vision \$ 60	3401-02		
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.14%	1.14%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. GSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

GSS has allocated \$24,665 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$465,756 representing 8.2% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), GSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of GSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. GSS has deployed an integrated marketing plan to support organizational growth. To reach GSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, GSS has allocated \$84,820 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

GSS will pay its authorizing agency (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

GSS has budgeted \$41,023 for FY 2022-23 for oversight fees.

RESERVES

GSS has allocated reserves of \$395,829 for FY 2022-23 representing 7% of total revenues of \$5,654,683.

FACILITIES

GSS carries contractual lease agreements with an annual cost of \$176,534 for FY 2022-23. The total cost of the current lease contracts from July 2022 through the end of the lease term (Year 2027) is \$489,281. GSS has allocated reserves for this amount.

GROSSMONT
Secondary School
REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022-2023

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA - LCFF					
LCFF State Aid	8011	\$	4,041,531.00	\$ 4,025,232.00	\$ 16,299.00
Education Protection Account	8012		60,768.00	63,668.00	(2,900.00)
TOTAL, LCFF ENTITLEMENT		\$	4,102,299.00	\$ 4,088,900.00	\$ 13,399.00
FEDERAL REVENUES					
Federal IDEA	8290	\$	35,250.00	\$ 35,250.00	\$ -
ESSER II	8290		66,751.00	17,280.00	49,471.00
Title I, Part A - Basic Grants Low-Income & Neglected	8290		70,681.00	70,426.00	255.00
Title II, Part A - Improving Teacher Quality Program	8290		9,057.00	10,969.00	(1,912.00)
Title III - Limited English Proficient Study Program	8290		3,753.00	4,446.00	(693.00)
Title IV - Student Support and Academic Enrichment	8290		10,000.00	10,000.00	-
Project SaFE	8290		4,700.00	2,350.00	2,350.00
ARP - Homeless Children & Youth II	8290		3,393.00	3,393.00	-
TOTAL, FEDERAL REVENUES		\$	203,585.00	\$ 154,114.00	\$ 49,471.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	\$	15,776.00	\$ 15,776.00	\$ -
State Lottery Revenue - Unrestricted	8560		54,951.00	51,889.00	3,062.00
State Lottery Revenue - Restricted	8560		22,361.00	20,692.00	1,669.00
Special Education	8792		249,149.00	261,039.00	(11,890.00)
Special Education - Mental Health Level 2	8590		15,192.00	32,440.00	(17,248.00)
Career Technical Education Incentive	8590		278,956.00	384,733.00	(105,777.00)
Special Education - Dispute Prevention & Resolution	8590		6,540.00	5,747.00	793.00
Special Education - Learning Recovery Support	8590		21,613.00	22,306.00	(693.00)
Educator Effectiveness Block Grant	8590		-	12,166.00	(12,166.00)
A-G Access/Success Grant	8590		-	18,750.00	(18,750.00)
A-G Learning Loss Mitigation Grant	8590		-	18,750.00	(18,750.00)
Ethnic Studies Block Grant	8590		6,571.00	6,571.00	-
TOTAL, STATE REVENUES		\$	671,109.00	\$ 850,859.00	\$ (179,750.00)
LOCAL REVENUES					
Interest Income	8660	\$	23,379.00	\$ 18,611.00	\$ 4,768.00
Employee Retention Credit	8699		644,603.00	-	644,603.00
All Other Local Revenue	8699		9,708.00	10,500.00	(792.00)
TOTAL LOCAL REVENUES		\$	677,690.00	\$ 29,111.00	\$ 648,579.00
TOTAL, REVENUES		\$	5,654,683.00	\$ 5,122,984.00	\$ 531,699.00

GROSSMONT

Secondary School

REVISED PRELIMINARY OPERATIONAL BUDGET FY 2022-2023

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Teachers' Salaries	1100	\$	1,475,663.00	\$ 1,465,915.00	\$ 9,748.00
Certificated Pupil Support Salaries	1200		186,670.00	183,484.00	3,186.00
Certificated Supervisor & Adm. Salaries	1300		203,190.00	151,003.00	52,187.00
Other Certificated Salaries	1900		162,729.00	163,224.00	(495.00)
TOTAL, CERTIFICATED SALARIES		\$	2,028,252.00	\$ 1,963,626.00	\$ 64,626.00
CLASSIFIED SALARIES					
Instructional Aides' Salaries	2100	\$	-	\$ -	\$ -
Classified Support Salaries	2200		16,641.00	19,268.00	(2,627.00)
Classified Supervisors' and Administrators' Salaries	2300		92,833.00	48,628.00	44,205.00
Clerical, Technical, and Office Staff	2400		279,157.00	234,997.00	44,160.00
Other Classified Salaries	2900		8,647.00	8,617.00	30.00
TOTAL, CLASSIFIED SALARIES		\$	397,278.00	\$ 311,510.00	\$ 85,768.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	\$	368,512.00	\$ 358,213.00	\$ 10,299.00
PERS Retirement	3200		122,752.00	101,398.00	21,354.00
Social Security/Medicare	3300		65,069.00	57,769.00	7,300.00
Health and Welfare	3400		915,987.00	844,711.00	71,276.00
Unemployment Insurance	3500		12,128.00	11,376.00	752.00
Workers Compensation Insurance	3600		27,682.00	25,937.00	1,745.00
TOTAL EMPLOYEE BENEFITS		\$	1,512,130.00	\$ 1,399,404.00	\$ 112,726.00
TOTAL PERSONNEL COST		\$	3,937,660.00	\$ 3,674,540.00	\$ 263,120.00

GROSSMONT
Secondary School
REVISED PRELIMINARY OPERATIONAL BUDGET
FY 2022-2023

EXPENDITURES

DESCRIPTION	ACCOUNT CODES	REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES				
Textbooks	4100	\$ 28,320.00	\$ 16,125.00	\$ 12,195.00
Books Other Than Textbooks	4200	1,800.00	1,200.00	600.00
Instructional Materials and Supplies	4300	87,405.00	58,320.00	29,085.00
On-Line Courses	4312	28,435.00	28,435.00	-
Research and Development	4313	6,215.00	5,774.00	441.00
Non-Capitalized Equipment	4400	35,750.00	32,750.00	3,000.00
Food	4700	6,000.00	5,513.00	487.00
TOTAL, BOOKS AND SUPPLIES		\$ 193,925.00	\$ 148,117.00	\$ 45,808.00
SERVICES, OTHER OPERATING EXPENSES				
Travel and Conference	5200	\$ 22,755.00	\$ 17,592.00	\$ 5,163.00
Research and Development - Travel	5202	18,450.00	17,320.00	1,130.00
Dues and Memberships	5300	19,800.00	18,197.00	1,603.00
Liability Insurance	5400	29,751.00	28,776.00	975.00
Operations and Housekeeping Services	5500	103,124.00	93,340.00	9,784.00
Rental, Leases & Repairs	5600	231,554.00	212,771.00	18,783.00
Prof/Consulting Services/Oper. Exp.	5800	380,936.00	351,188.00	29,748.00
Marketing	5812	84,820.00	76,845.00	7,975.00
Communication	5900	78,102.00	71,175.00	6,927.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		\$ 969,292.00	\$ 887,204.00	\$ 82,088.00
CAPITAL OUTLAY				
Depreciation - Leasehold Improvement	6900	\$ 138,736.00	\$ 138,736.00	\$ -
Depreciation - Equipment	6900	16,962.00	16,962.00	-
TOTAL, CAPITAL OUTLAY		\$ 155,698.00	\$ 155,698.00	\$ -
OTHER OUTGO				
Debt Service Payment - Interest (Capitalized Leases)	7438	\$ 2,279.00	\$ 1,279.00	\$ 1,000.00
TOTAL, OTHER OUTGO		\$ 2,279.00	\$ 1,279.00	\$ 1,000.00
RESERVES				
Operational Reserve	9780	\$ 197,915.00	\$ 128,073.00	\$ 69,842.00
Reserve for Economic Uncertainties	9789	197,914.00	128,073.00	69,841.00
TOTAL, RESERVES		\$ 395,829.00	\$ 256,146.00	\$ 139,683.00
%		7%	5%	
TOTAL, EXPENDITURES		\$ 5,654,683.00	\$ 5,122,984.00	\$ 531,699.00

Charter School Attendance

CHARTER NAME: Mirus Secondary School
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Projected ADA as of October 31, 2022

Form Originated 5/16/2022

Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet		2021-22		2022-23 Adopted Budget			2022-23 First Interim			2023-24 First Interim			2024-25 First Interim		
	Line	Actual ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Period	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year
Non Classroom Funding Determination Rate*	100%														
TK/K-3:															
Regular ADA	A-1	-		-											
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	-	-	-	-		-			-			-		
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	-		-											
Grades 4-6															
Regular ADA	A-1	-		-											
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	-	-	-	-		-			-			-		
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Grades 7-8															
Regular ADA	A-1	31.54		31.54		0.00%	30.86		-2.16%	31.17		1.00%	20.78		-33.33%
Classroom-based ADA included in A-1	A-2	-		-											
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	31.54	-	31.54	-	0.00%	30.86		-2.16%	31.17		1.00%	20.78		-33.33%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	31.54	31.54	31.54	31.54	0.00%	30.86	30.86	-2.16%	31.17	31.17	1.00%	20.78	20.78	-33.33%

Charter School Attendance		CHARTER NAME: Mirus Secondary School CHARTER #: 885														
Fiscal Year 2022-23 First Interim Report Projected ADA as of October 31, 2022																
Form Originated 5/16/2022																
Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet			2021-22		2022-23 Adopted Budget			2022-23 First Interim			2023-24 First Interim			2024-25 First Interim		
			Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
		Line														
Grades 9-12																
Regular ADA	A-1	290.60		290.60		0.00%	284.34		-2.15%	287.18		1.00%	191.46		-33.33%	
Classroom-based ADA included in A-1	A-2	-		-												
Extended Year Special Ed	A-3	-		-												
Classroom-based ADA included in A-3	A-4	-		-												
Special Ed - NPS	A-5	-		-												
Classroom-based ADA included in A-5	A-6	-		-												
Extended Year Special Ed - NPS	A-7	-		-												
Classroom-based ADA included in A-7	A-8	-		-												
ADA Totals (A-1, A3, A5, A7)	A-9	290.60	-	290.60	-	0.00%	284.34		-2.15%	287.18		1.00%	191.46		-33.33%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-		
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	290.60	290.60	290.60	290.60	0.00%	284.34	284.34	-2.15%	287.18	287.18	1.00%	191.46	191.46	-33.33%	
Totals																
Regular ADA	A-1	322.14		322.14		0.00%	315.20		-2.15%	318.35		1.00%	212.24		-33.33%	
Classroom-based ADA included in A-1	A-2	-		-			-			-			-			
Extended Year Special Ed	A-3	-		-			-			-			-			
Classroom-based ADA included in A-3	A-4	-		-			-			-			-			
Special Ed - NPS	A-5	-		-			-			-			-			
Classroom-based ADA included in A-5	A-6	-		-			-			-			-			
Extended Year Special Ed - NPS	A-7	-		-			-			-			-			
Classroom-based ADA included in A-7	A-8	-		-			-			-			-			
ADA Totals (A-1, A3, A5, A7)	A-9	322.14	-	322.14	-	0.00%	315.20		-2.15%	318.35		1.00%	212.24		-33.33%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	-	-		-	-		-	-		-	-		
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	322.14	322.14	322.14	322.14	0.00%	315.20	315.20	-2.15%	318.35	318.35	1.00%	212.24	212.24	-33.33%	
Total Funded ADA		-	322.14	-	322.14			315.20			318.35			212.24		

* For non-classroom, P-2 ADA multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report

Form Originated 5/16/2022

ASSUMPTIONS:				2022-23	2023-24	Change	2024-25	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:								
COLA (on Base)				13.26%	5.38%	-7.88%	4.02%	-1.36%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)				\$ 4,426,590	\$ 4,745,250	7.20%	\$ 3,293,761	-30.59%
Lottery Allocation Amount Per ADA:								
Unrestricted				\$ 170	\$ 170	\$ -	\$ 170	\$ -
Restricted				\$ 67	\$ 67	\$ -	\$ 67	\$ -
ADA/Enrollment:								
Total Non-Classroom Based (Independent Study) ADA				315.20	318.35	3.15	212.24	-106.11
Total Funded Non-Classroom Based (Independent Study) ADA				315.20	318.35	3.15	212.24	-106.11
Total Classroom Based ADA				-	-	0.00	-	0.00
Total Funded P-2 Attendance				315.20	318.35	3.15	212.24	-106.11
Estimated Enrollment		PY CBEDS Certified Enrollment	315	288	291	3.00	194	-97.00
Enrollment Growth Over Prior Year				-8.57%	1.04%		-33.33%	
ADA to Enrollment Ratio		2021-22	102.27%	109.44%	109.40%		109.40%	
Unduplicated Count		PY CBEDS Certified Unduplicated Count	229	210	212	2.00	142	-70.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)		2021-22	70.57%	71.75%	72.82%		72.96%	
Certificated Salaries and Benefits:								
Number of Teachers (FTE)				15.70	15.70	0.00	9.20	-6.50
Number of Certificated Management FTEs				0.97	0.97	0.00	0.50	-0.47
Number of Other Certificated FTEs				6.36	6.36	0.00	5.22	-1.14
Classroom Staffing Ratio - Students per FTE				18.34	18.54	0.19	21.09	2.55
Teachers Increased/(Decreased) for projected Enrollment change over PY						0.00	-6.50	-6.50
Average Teacher FTE Salary				\$ 109,444	\$ 116,593	6.53%	\$ 123,028	5.52%
Average Certificated Management FTE Salary				\$ 179,712	\$ 183,536	2.13%	\$ 184,096	0.31%
Average Other Certificated FTE Salary				\$ 58,696	\$ 63,902	8.87%	\$ 64,911	1.58%
Cert Step and Column Increase (Total Annual Cost)								
Other Pay, Stipends, Extra Pay								
Health and Welfare Cost per Employee				\$ 28,189	\$ 28,189	0.00%	\$ 26,989	-4.26%
Retirement Cost per Cert Employee				\$ 19,135	\$ 20,365	6.43%	\$ 20,324	-0.20%
STRS Rate				19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):								
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):								
Changes are driven by salary schedule step increases, salary placements for additional qualifying college credits and changes to retirement/CalSTRS rates. Board of Director's approved a general salary increase of 13.42% to certificated teachers effective September 2022.								
Classified Salaries and Benefits:								
Number of Classified (Non-Mgmt) FTEs				7.25	7.25	0.00	5.15	-2.10
Number of Classified Mangement FTEs				0.80	0.80	0.00	0.40	-0.40
Average Salary per Classified Non-Mgmt FTE				\$ 82,540	\$ 84,006	1.78%	\$ 77,068	-8.26%
Average Salary per Classified Mgmt FTE				\$ 168,487	\$ 172,778	2.55%	\$ 175,306	1.46%
Class Step and Column Increase (Total Annual Cost)								
Other Pay, Stipends, Extra Pay								
Health and Welfare Cost per Class Employee				\$ 28,189	\$ 28,189	0.00%	\$ 26,989	-4.26%
Retirement Cost per Class Employee				\$ 20,941	\$ 21,170	1.09%	\$ 18,959	-10.44%
PERS Rate				25.37%	25.20%	-0.17%	24.60%	-0.60%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):								
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):								
Changes are driven by salary schedule step increases. Board of Director's approved a general salary increase of 12.35% for classified compliance specialist effective September 2022.								

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report

Form Originated 5/16/2022

ASSUMPTIONS:		2022-23	2023-24	Change	2024-25	Change
Statutory Benefits						
FICA (Social Security)		6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax		1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment		0.50%	0.50%	0.00%	0.50%	0.00%
Workers Comp		1.20000%	1.20000%	0.00%	1.20000%	0.00%
Facilities:						
Rent		\$ 327,000	\$ 349,163	6.78%	\$ 312,362	-10.54%
Electricity		\$ 34,800	\$ 36,540	5.00%	\$ 24,238	-33.67%
Heating (gas)						
Other						
Explain "Other" facility costs:						
Administrative Service Agreements:						
1.00%	Oversight Fees to Sponsor	\$ 44,266	\$ 47,453	7.20%	\$ 32,938	-30.59%
	Administive Service Contract					
	Other Contracted Costs					
List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)						

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	3,176,904	632,951	3,311,224	4.23%	3,564,685	7.65%	2,478,320	-30.48%
EPA	8012	960,722	254,159	994,733	3.54%	1,058,725	6.43%	734,213	-30.65%
State Aid - Prior Year	8019	-							
In Lieu Property Taxes	8096	123,644		120,633	-2.44%	121,840	1.00%	81,228	-33.33%
Federal	8100-8299	-	-	-		-		-	
State									
Lottery - Unrestricted	8560	54,843		55,966	2.05%	56,526	1.00%	37,685	-33.33%
Lottery - Prop 20 - Restricted	8560								
Other State Revenue	8300-8599	15,393	976	16,369	6.34%	15,871	-3.04%	16,675	5.07%
Local									
Interest	8660	4,000	5,330	13,710	242.75%	14,121	3.00%	14,545	3.00%
AB602 Local Special Education Transfer	8792								
Other Local Revenues	8600-8799	1,000	480,970	481,542	48054.20%	1,100	-99.77%	1,200	9.09%
Total Revenues		\$ 4,336,506	\$ 1,374,386	\$ 4,994,177	15.17%	\$ 4,832,868	-3.23%	\$ 3,363,866	-30.40%
EXPENDITURES									
Certificated Salaries	1000-1999	1,277,004	295,575	1,395,368	9.27%	1,425,966	2.19%	842,997	-40.88%
Classified Salaries	2000-2999	407,917	149,536	537,373	31.74%	574,417	6.89%	346,818	-39.62%
Benefits	3000-3999	935,186	223,206	994,300	6.32%	970,456	-2.40%	621,727	-35.93%
Books & Supplies	4000-4999	81,180	39,998	136,957	68.71%	99,507	-27.34%	43,214	-56.57%
Contracts & Services	5000-5999	908,471	302,610	976,669	7.51%	1,049,045	7.41%	762,127	-27.35%
Capital Outlay	6000-6599	69,345	23,115	69,345	0.00%	61,600	-11.17%	53,427	-13.27%
Other Outgo	7100-7299	(1,456)		(25,072)		(26,796)		(10,748)	
Debt Service (see Debt Form)	7400-7499	791		791	0.00%	318	-59.80%	24	-92.45%
Total Expenditures		\$ 3,678,438	\$ 1,034,040	\$ 4,085,731	11.07%	\$ 4,154,513	1.68%	\$ 2,659,586	-35.98%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 658,068	\$ 340,346	\$ 908,446	38.05%	\$ 678,355	-25.33%	\$ 704,280	3.82%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	(324,409)	(113,847)	(280,374)		(341,487)		(482,667)	
Other Uses	7600	-							
Net Sources & Uses		\$ (324,409)	\$ (113,847)	\$ (280,374)		\$ (341,487)		\$ (482,667)	
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 333,659	\$ 226,499	\$ 628,072	88.24%	\$ 336,868	-46.36%	\$ 221,613	-34.21%

Fiscal Year 2022-23 First Interim Report
Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	3,916,859	3,916,859	3,916,859					
Adjustments for Unaudited Actuals	9792		(27,041)	(27,041)					
Beg Fund Balance at Unaudited Actuals			3,889,818	3,889,818					
Adjustments for Audit	9793								
Adjustments for Restatements	9795								
Beginning Fund Balance as per Audit Report +/- Restatements			3,889,818	3,889,818		4,517,891		4,854,758	
Ending Balance	9790	\$ 4,250,519	\$ 4,116,317	\$ 4,517,891	6.29%	\$ 4,854,758	7.46%	\$ 5,076,371	4.56%
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711	-							
Stores	9712	-							
Prepaid Expenditures	9713	-							
All Others	9719	-							
b. Restricted	9740								
c. Committed									
Committed - Stabilization Arrangements	9750	-							
Committed - Other	9760	-							
d. Assignments	9780	-							
e. Unassigned									
Reserve for Ecomonic Uncertainties	9789	-							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	4,250,519	4,116,317	4,517,891	6.29%	4,854,758	7.46%	5,076,371	4.56%

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:									
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)									
1		-							
2		-							
3		-							
4		-							
5		-							
6		-							
7		-							
8		-							
9		-							
Total Federal Awards Budgeted:		\$ -	\$ -	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ADA				\$ 170.00		\$ 170.00		\$ 170.00	
Lottery Unrestricted Estimated Award				\$ 55,966		\$ 56,526	1.00%	\$ 37,685	-33.33%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1	Mandate Block Grant	15,393	-	15,393	0.00%	15,871	3.11%	16,675	5.07%
2	Lottery- Non Prop 20- Unrestricted Prior Year	-	976	976					
3		-							
4		-							
5		-							
6		-							
7		-							
8		-							
9		-							
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
16		-							
17		-							
18		-							
Total Other State Revenue Funds Budgeted:		\$ 15,393	\$ 976	\$ 16,369	6.34%	\$ 15,871	-3.04%	\$ 16,675	5.07%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1	Misc	1,000	428	1,000	0.00%	1,100	10.00%	1,200	9.09%
2	Employee Retention Credit	-	480,542	480,542					
3		-							
4		-							
5		-							
6		-							

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Unrestricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
	Total Other Local Revenue Funds Budgeted:	\$ 1,000	\$ 480,970	\$ 481,542	48054.20%	\$ 1,100	-99.77%	\$ 1,200	9.09%

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Restricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011								
EPA	8012								
State Aid - Prior Year	8019								
In Lieu Property Taxes	8096								
Federal	8100-8299	276,256	39,125	310,915	12.55%	404,390	30.06%	120,842	-70.12%
State									
Lottery - Unrestricted	8560								
Lottery - Prop 20 - Restricted	8560	21,870		22,057	0.86%	22,278	1.00%	14,852	-33.33%
Other State Revenue	8300-8599	347,065	101,523	349,431	0.68%	507,281	45.17%	410,556	-19.07%
Local									
Interest	8660	-							
AB602 Local Special Education Transfer	8792	264,155	70,337	258,464	-2.15%	261,049	1.00%	174,037	-33.33%
Other Local Revenues	8600-8799	-	-	-		-		-	
Total Revenues		\$ 909,346	\$ 210,985	\$ 940,867	3.47%	\$ 1,194,998	27.01%	\$ 720,287	-39.72%
EXPENDITURES									
Certificated Salaries	1000-1999	636,304	209,001	632,574	-0.59%	775,301	22.56%	634,491	-18.16%
Classified Salaries	2000-2999	3,335	4,286	13,134	293.82%	12,214	-7.00%	8,184	-32.99%
Benefits	3000-3999	336,425	114,094	322,631	-4.10%	418,703	29.78%	303,792	-27.44%
Books & Supplies	4000-4999	72,517	5,211	48,779	-32.73%	94,107	92.93%	83,926	-10.82%
Contracts & Services	5000-5999	244,592	69,516	272,970	11.60%	244,839	-10.31%	179,218	-26.80%
Capital Outlay	6000-6599	-		-		-		-	
Other Outgo	7100-7299	1,456		25,072	1621.98%	26,796	6.88%	10,748	-59.89%
Debt Service (see Debt Form)	7400-7499	-		-		-		-	
Total Expenditures		\$ 1,294,629	\$ 402,108	\$ 1,315,160	1.59%	\$ 1,571,960	19.53%	\$ 1,220,359	-22.37%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (385,283)	\$ (191,123)	\$ (374,293)		\$ (376,962)		\$ (500,072)	
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	324,409	113,847	280,374	-13.57%	341,487	21.80%	482,667	41.34%
Other Uses	7600	-							
Net Sources & Uses		\$ 324,409	\$ 113,847	\$ 280,374	-13.57%	\$ 341,487	21.80%	\$ 482,667	41.34%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ (60,874)	\$ (77,276)	\$ (93,919)		\$ (35,475)		\$ (17,405)	
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	143,404	143,404	143,404					
Adjustments for Unaudited Actuals	9792		3,395	3,395					
Beg Fund Balance at Unaudited Actuals			146,799	146,799					
Adjustments for Audit	9793								
Adjustments for Restatements	9795	-							
Beginning Fund Balance as per Audit Report +/- Restatements			146,799	146,799		52,880		17,405	
Ending Balance		\$ 82,530	\$ 69,523	\$ 52,880	-35.93%	\$ 17,405	-67.09%	\$ -	

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Restricted MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711								
Stores	9712								
Prepaid Expenditures	9713								
All Others	9719								
b. Restricted	9740	82,530	69,523	52,880	-35.93%	17,405	-67.09%	-	
c. Committed									
Committed - Stabilization Arrangements	9750								
Committed - Other	9760								
d. Assignments	9780								
e. Unassigned									
Reserve for Ecomonic Uncertainties	9789								
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790								
If Restricted Fund Balances Exist, Identify Balance by Program:									
1 Educator Effectiveness		26,631	14,637						
2 A-G Access		45,549	45,449	31,819		14,950			
3 A-G Learning Loss		10,350	37,800						
4 California Clean Energy Jobs Act		-	31,152	16,152					
5 Ethnic Studies Grant			7,363	4,909		2,455			
6 Title I			(30,078)						
7 Title II			(3,721)						
8 Title III			(3,253)						
9 Title IV			(5,985)						
10 CARES Act- ESSERF III		-	(14,396)						
11 ELO ESSER II		-	(11,756)						
12 Lottery- Prop 20- Restricted		-	740						
13 Classified School Employee Prof. Development Block Grant		-	1,571						
14		-							
15		-							
Ending Resticted Fund Balance		82,530	69,523	52,880		17,405		-	

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Restricted MYP

Form Originated 5/16/2022

DESCRIPTION	Adopted Budget 2022-23	First Interim Actual thru October 31 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
ASSUMPTIONS RESTRICTED PROGRAMS:								
LIST FEDERAL RESTRICTED REVENUES								
1 Federal IDEA	39,375		39,375	0.00%	36,000	-8.57%	36,375	1.04%
2 Title I	74,306		63,386	-14.70%	63,386	0.00%	63,386	0.00%
3 Title II	11,253		9,238		9,238		9,238	
4 Title III	2,925		3,253		3,253		3,253	
5 Title IV	10,000		8,590		8,590		8,590	
6	-							
7	-							
8 CARES Act- ESSERF III	92,684	29,326	141,360		122,888			
9 ELO ESSER II	22,096	9,799	22,096		91,438			
10 ELO GEER II	8,996		8,996					
11 ELO ESSER III State Reserve- Emergency Needs	-				25,551			
12 ELO ESSER III State Reserve- Learning Loss	-				44,046			
13 ARP – HCY II	1,884		1,884					
14 Special Ed - ARP	12,737		12,737	0.00%				
15	-							
16	-							
17	-							
18	-							
19	-							
20	-							
Total Federal Awards Budgeted:	\$ 276,256	\$ 39,125	\$ 310,915	\$0.13	\$ 404,390	30.06%	\$ 120,842	(\$1)
Lottery Prop 20 Restricted Allocation per ADA	\$ 65.00		\$ 67.00		\$ 67.00		\$ 67.00	
Lottery Estimated Prop 20 Restricted Award	\$ 21,870		\$ 22,057	0.86%	\$ 22,278	1.00%	\$ 14,852	-33.33%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"								
1 Lottery- Prop 20- Restricted Prior Year	-	1,071	1,071					
2 Special Education: Mental Health Services - Level 2	21,845	4,510	15,760	-27.86%	15,918	1.00%	10,612	-33.33%
3 Career Technical Education Incentive Grant	271,119	88,579	289,694	6.85%	271,119	-6.41%	180,746	-33.33%
4	-							
5 Special Education: Dispute Prevention	1,362		6,079	346.33%				
6 Special Education: Learning Recovery Funds	-		29,464					
7 Educator Effectiveness, FY 2021-22	7,876				7,876			
8 A-G Access/Success Grant	18,750				18,750			
9 A–G Learning Loss Mitigation Grant	18,750				18,750			
10 Ethnic Studies Block Grant	7,363	7,363	7,363	0.00%				
11 Learning Recovery Emergency Block Grant	-				103,345		147,675	42.90%
12 Arts, Music, and Instructional Materials Discretionary Block Grant	-				71,523		71,523	0.00%
13	-							
14	-							
15	-							
16	-							
17	-							
18	-							
Total Other State Revenue Funds Budgeted:	\$ 347,065	\$ 101,523	\$ 349,431	0.68%	\$ 507,281	45.17%	\$ 410,556	(\$0)

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Restricted MYP

Form Orignated 5/16/2022

DESCRIPTION	Adopted Budget 2022-23	First Interim Actual thru October 31 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1	-							
2	-							
3	-							
4	-							
5	-							
6	-							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:								
What % of student population is Special Ed	15.00%	17.00%	17.00%	13.33%	17.00%	0.00%	17.00%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Member LEA							
AB602 Revenue	230,330	70,337	258,464	12.21%	261,049	1.00%	174,037	-33.33%
Other Special Ed Revenue	94,252	4,510	90,678	-3.79%	51,918	-42.74%	46,987	-9.50%
Unrestricted Contribution to Special Ed	207,432	113,847	280,374	35.16%	341,487	21.80%	482,667	41.34%
Total Special Ed Funding	532,014	188,694	629,516	18.33%	654,454	3.96%	703,691	7.52%
Special Ed Expenditures	532,014	188,694	629,516	18.33%	654,454	3.96%	703,691	7.52%

CHARTER NAME: Mirus Secondary School
 CDS #: 36-75044-0114389
 CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
 Summary MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	3,176,904	632,951	3,311,224	4.23%	3,564,685	7.65%	2,478,320	-30.48%
EPA	8012	960,722	254,159	994,733	3.54%	1,058,725	6.43%	734,213	-30.65%
State Aid - Prior Year	8019	-	-	-		-		-	
In Lieu Property Taxes	8096	123,644	-	120,633	-2.44%	121,840	1.00%	81,228	-33.33%
Federal	8100-8299	276,256	39,125	310,915	12.55%	404,390	30.06%	120,842	-70.12%
State									
Lottery - Unrestricted	8560	54,843	-	55,966	2.05%	56,526	1.00%	37,685	-33.33%
Lottery - Prop 20 - Restricted	8560	21,870	-	22,057	0.86%	22,278	1.00%	14,852	-33.33%
Other State Revenue	8300-8599	362,458	102,499	365,800	0.92%	523,152	43.02%	427,231	-18.34%
Local									
Interest	8660	4,000	5,330	13,710	242.75%	14,121	3.00%	14,545	3.00%
AB602 Local Special Education Transfer	8792	264,155	70,337	258,464	-2.15%	261,049	1.00%	174,037	-33.33%
Other Local Revenues	8600-8799	1,000	480,970	481,542	48054.20%	1,100	-99.77%	1,200	9.09%
Total Revenues		\$ 5,245,852	\$ 1,585,371	\$ 5,935,045	13.14%	\$ 6,027,865	1.56%	\$ 4,084,153	-32.25%
EXPENDITURES									
Certificated Salaries	1000-1999	1,913,308	504,576	2,027,942	5.99%	2,201,267	8.55%	1,477,488	-32.88%
Classified Salaries	2000-2999	411,252	153,822	550,507	33.86%	586,631	6.56%	355,002	-39.48%
Benefits	3000-3999	1,271,611	337,300	1,316,931	3.56%	1,389,159	5.48%	925,519	-33.38%
Books & Supplies	4000-4999	153,697	45,209	185,736	20.85%	193,614	4.24%	127,140	-34.33%
Contracts & Services	5000-5999	1,153,063	372,126	1,249,639	8.38%	1,293,884	3.54%	941,345	-27.25%
Capital Outlay	6000-6599	69,345	23,115	69,345	0.00%	61,600	-11.17%	53,427	-13.27%
Other Outgo	7100-7299	-	-	-		-		-	
Debt Service (see Debt Form)	7400-7499	791	-	791	0.00%	318	-59.80%	24	-92.45%
Total Expenditures		\$ 4,973,067	\$ 1,436,148	\$ 5,400,891	8.60%	\$ 5,726,473	6.03%	\$ 3,879,945	-32.25%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 272,785	\$ 149,223	\$ 534,154	95.81%	\$ 301,392	-43.58%	\$ 204,208	-32.25%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-	-	-		-		-	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ -	\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 272,785	\$ 149,223	\$ 534,154	95.81%	\$ 301,392	-43.58%	\$ 204,208	-32.25%

CHARTER NAME: Mirus Secondary School
CDS #: 36-75044-0114389
CHARTER #: 885

Fiscal Year 2022-23 First Interim Report
Summary MYP

Form Originated 5/16/2022

DESCRIPTION		Adopted Budget 2022-23	First Interim Actual thru October 31, 2022	First Interim Projected Budget 2022-23	Percent Change	First Interim Projected Budget 2023-24	Percent Change	First Interim Projected Budget 2024-25	Percent Change
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	4,060,263	4,060,263	4,060,263	0.00%				
Adjustments for Unaudited Actuals	9792		(23,646)	(23,646)					
Beg Fund Balance at Unaudited Actuals			4,036,617	4,036,617					
Adjustments for Audit	9793		-	-					
Adjustments for Restatements	9795	-	-	-					
Beginning Fund Balance as per Audit Report +/- Restatements		-	4,036,617	4,036,617		4,570,771	13.23%	4,872,163	6.59%
Ending Balance	9790	\$ 4,333,049	\$ 4,185,840	\$ 4,570,771	5.49%	\$ 4,872,163	6.59%	\$ 5,076,371	4.19%

Components of Ending Fund Balance (Budget):

a. Nonspendable									
Revolving Cash	9711	-	-	-		-		-	
Stores	9712	-	-	-		-		-	
Prepaid Expenditures	9713	-	-	-		-		-	
All Others	9719	-	-	-		-		-	
b. Restricted	9740	82,530	69,523	52,880	-35.93%	17,405	-67.09%	-	
c. Committed									
Committed - Stabilization Arrangements	9750	-	-	-		-		-	
Committed - Other	9760	-	-	-		-		-	
d. Assignments	9780	-	-	-		-		-	
e. Unassigned									
Reserve for Ecomonic Uncertainties	9789	-	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	4,250,519	4,116,317	4,517,891	6.29%	4,854,758	7.46%	5,076,371	4.56%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		85.47%	286.62%	83.65%		84.78%		130.84%	

Reserve Standard (unless different standard identified in MOU)
If MOU contains a Reserve Standard other than above, enter here
Reserve Standard Met/Not Met

4%	4%	4%	4%	5%
Met	Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage
Unrestricted Deficit Spending Standard
Unrestricted Deficit Spending Standard Met/Not Met

0.0%	0.0%	0.0%	0.0%	0.0%
28.5%	95.5%	27.9%	28.3%	43.6%
Met	Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminatethe deficit?

DEBT - Multiyear Commitments

Fiscal Year 2022-23 First Interim Report

CHARTER NAME: Mirus Secondary School

Form Originated 5/16/2022

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2022 Principal Balance	2022-23 Payment Principle Interest	2023-24 Payment Principle Interest	2024-25 Payment Principle Interest	Object Code(s)
State School Building Loans						
Charter School Start-up Loans						
Other Post Employment Benefits						
Compensated Absences						
Bank Line of Credit Loans						
Municipal Lease						
Capital Lease	3	20,256	9,757 791	8,179 318	2,320 24	5601/9641
Capital Lease						
Capital Lease						
Inter-Agency Borrowing						
Other						
Total		20,256	9,757 791	8,179 318	2,320 24	

Other Commitments:

Remaining contractual obligations for facility leases from July 2022 through July 2025 are \$733,053.

Comments:

These obligations will be paid using the school's General Fund.

CHARTER NAME: Mirus Secondary School
2022-23 First Interim Cash Flow

DATE PREPARED:

Form Originated 5/16/2022

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance																

CHARTER NAME: Mirus Secondary School															
2022-23 First Interim Cash Flow															
DATE PREPARED:															
Form Originated 5/16/2022															
		February Estimated 4,407,734	% Bud	March Estimated 4,225,038	% Bud	April Estimated 4,038,544	% Bud	May Estimated 4,170,049	% Bud	June Estimated 3,959,590	% Bud	Estimated Accrual 3,746,088	Total	Projected Budget	Difference
Beginning Cash Balance															
REVENUE															
LCFF Sources															
LCFF	8011	299,819	9.05%	295,799	8.93%	295,799	8.93%	295,799	8.93%	295,799	8.93%	295,801	3,311,224	3,311,224	-
EPA	8012					253,333	25.47%					253,332	994,733	994,733	
State Aid - Prior Year	8019											-	-	-	-
In Lieu Property Taxes	8096	9,863	8.18%	16,375	13.57%	8,188	6.79%	8,188	6.79%	8,188	6.79%	8,187	120,633	120,633	-
Federal	8100-8299			19,688	6.33%	56,458	18.16%			24,465	7.87%	72,310	310,915	310,915	-
State															
Lottery - Unrestricted	8560					13,991	25.00%					27,984	55,966	55,966	-
Lottery - Prop 20 - Restricted	8560											22,057	22,057	22,057	-
Other State Revenue	8300-8599	24,873	6.80%	25,578	6.99%	26,304	7.19%	27,052	7.40%	64,293	17.58%	8,358	365,800	365,800	-
Local															
Interest	8660	1,000	7.29%	1,000	7.29%	1,000	7.29%	1,000	7.29%	1,379	10.06%	-	13,710	13,710	-
AB602 Local Special Education Transfer	8792	23,853	9.23%	23,853	9.23%	23,853	9.23%	23,853	9.23%	23,853	9.23%	-	258,464	258,464	-
Other Local Revenues	8600-8799			200	0.04%					273	0.06%	-	481,542	481,542	-
Total Revenues		\$ 359,408	6.06%	\$ 382,493	6.44%	\$ 678,926	11.44%	\$ 355,892	6.00%	\$ 418,250	7.05%	\$ 688,030	\$ 5,935,045	\$ 5,935,045	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	188,862	9.31%	190,042	9.37%	182,962	9.02%	193,582	9.55%	220,277	10.86%	-	2,027,942	2,027,942	-
Classified Salaries	2000-2999	48,141	8.74%	48,524	8.81%	46,225	8.40%	49,674	9.02%	65,179	11.84%	-	550,507	550,507	-
Benefits	3000-3999	121,017	9.19%	121,413	9.22%	119,039	9.04%	122,600	9.31%	138,603	10.52%	-	1,316,931	1,316,931	-
Books & Supplies	4000-4999	15,519	8.36%	16,519	8.89%	16,519	8.89%	17,019	9.16%	27,895	15.02%	-	185,736	185,736	-
Contracts & Services	5000-5999	101,926	8.16%	114,061	9.13%	103,186	8.26%	103,186	8.26%	132,634	10.61%	-	1,249,639	1,249,639	-
Capital Outlay	6000-6599	5,779	8.33%	5,779	8.33%	5,778	8.33%	5,778	8.33%	5,778	8.33%	-	69,345	69,345	-
Other Outgo	7100-7299											-	-	-	-
Debt Service (see Debt Form)	7400-7499									791	100.00%	-	791	791	-
Total Expenditures		\$ 481,244	8.91%	\$ 496,338	9.19%	\$ 473,709	8.77%	\$ 491,839	9.11%	\$ 591,157	10.95%	\$ -	\$ 5,400,891	\$ 5,400,891	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210									49,152	3.97%		1,236,839	-	
Prepaid Expenditures	9330	988	0.94%	939	0.89%	603	0.57%	551	0.52%	401	0.38%		71,223	33,740	
(Accounts Payable)	9510	44,134	6.69%	55,169	8.36%	55,169	8.36%	55,169	8.36%	68,556	10.39%		659,649	-	
(Line of Credit Payments)	9640												-	-	
(Deferred Revenue)	9650	23,493	32.02%	24,198	32.98%	24,924	33.97%	25,672	34.99%	27,370	37.30%		(5,799)	79,170	
NET PRIOR YEAR TRANSACTIONS		\$ (66,639)		\$ (78,428)		\$ (79,490)		\$ (80,290)		\$ (46,373)			\$ 654,212	\$ (45,430)	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)													-		
Depreciation Expense (non-cash)		5,779		5,779		5,778		5,778		5,778			69,345		
Long Term Liabilities													(793)		
Fixed assets and leasehold improvements													(2,975)		
													-		
TOTAL MISC. ADJUSTMENTS		\$ 5,779		\$ 5,779		\$ 5,778		\$ 5,778		\$ 5,778		\$ -	\$ 65,577		
NET REVENUES LESS EXPENDITURES		\$ (182,696)		\$ (186,494)		\$ 131,505		\$ (210,459)		\$ (213,502)		\$ 688,030	\$ 1,253,943		
ENDING CASH BALANCE		\$ 4,225,038		\$ 4,038,544		\$ 4,170,049		\$ 3,959,590		\$ 3,746,088		\$ 4,434,118			
Ending Fund Balance \$ 4,570,771												Ending Cash plus Accruals should equal Ending Fund Balance \$ (136,653)			

Ending Fund Balance \$ 4,570,771

Ending Cash plus Accruals should equal Ending Fund Balance \$ (136,653)

CHARTER NAME: Mirus Secondary School
2023-24 First Interim Cash Flow

DATE PREPARED: 11/15/2022

Form Originated 5/16/2022

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud							
Beginning Cash Balance			July 1 Cash =	3,746,088		3,878,355		3,592,990		3,636,584		3,934,550		3,797,312		3,682,548							
REVENUE																							
LCFF Sources																							
LCFF	8011				165,561	4.64%	165,561	4.64%	298,010	8.36%	298,010	8.36%	298,010	8.36%	298,010	8.36%							
EPA	8012								264,681	25.00%					264,681	25.00%							
State Aid - Prior Year	8019																						
In Lieu Property Taxes	8096				7,238	5.94%	14,476	11.88%	9,651	7.92%	9,651	7.92%	9,651	7.92%	9,651	7.92%							
Federal	8100-8299								92,100	22.78%					92,100	22.78%							
State																							
Lottery - Unrestricted	8560														14,132	25.00%							
Lottery - Prop 20 - Restricted	8560																						
Other State Revenue	8300-8599		788	0.15%	788	0.15%	269,826	51.58%	45,135	8.63%	1,418	0.27%	17,289	3.30%	45,135	8.63%							
Local																							
Interest	8660		1,175	8.32%	1,175	8.32%	1,175	8.32%	1,175	8.32%	1,175	8.32%	1,175	8.32%	1,175	8.32%							
AB602 Local Special Education Transfer	8792		12,923	4.95%	12,923	4.95%	23,262	8.91%	23,262	8.91%	23,262	8.91%	23,262	8.91%	23,262	8.91%							
Other Local Revenues	8600-8799								300	27.27%					400	36.36%							
Total Revenues			\$	14,886	0.25%	\$	187,685	3.11%	\$	474,300	7.87%	\$	734,314	12.18%	\$	333,516	5.53%	\$	349,387	5.80%	\$	748,546	12.42%
EXPENDITURES																							
Certificated Salaries	1000-1999		174,474	7.93%	185,476	8.43%	183,031	8.31%	186,700	8.48%	187,921	8.54%	178,142	8.09%	174,474	7.93%							
Classified Salaries	2000-2999		46,058	7.85%	49,529	8.44%	48,757	8.31%	49,914	8.51%	50,300	8.57%	47,215	8.05%	46,058	7.85%							
Benefits	3000-3999		112,827	8.12%	116,431	8.38%	115,630	8.32%	116,831	8.41%	117,231	8.44%	114,028	8.21%	112,827	8.12%							
Books & Supplies	4000-4999		41,304	21.33%	14,450	7.46%	13,786	7.12%	13,786	7.12%	13,786	7.12%	13,786	7.12%	13,786	7.12%							
Contracts & Services	5000-5999		153,448	11.86%	107,164	8.28%	79,345	6.13%	101,758	7.86%	101,516	7.85%	110,980	8.58%	107,885	8.34%							
Capital Outlay	6000-6599		5,778	9.38%	5,778	9.38%	5,267	8.55%	5,267	8.55%	5,267	8.55%	4,892	7.94%	4,892	7.94%							
Other Outgo	7100-7299																						
Debt Service (see Debt Form)	7400-7499																						
Total Expenditures			\$	533,889	9.32%	\$	478,828	8.36%	\$	445,816	7.79%	\$	474,256	8.28%	\$	476,021	8.31%	\$	469,043	8.19%	\$	459,922	8.03%
OTHER SOURCES/USES																							
Other Sources/Contributions to Restricted Programs	8900																						
Other Uses	7600																						
Net Sources & Uses			\$	-		\$	-		\$	-		\$	-		\$	-							
PRIOR YEAR TRANSACTIONS		July 1 - Beginning Balances	% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal								
Accounts Receivable	9210	688,030	628,146	91.30%			9,843	1.43%	50,041	7.27%													
Prepaid Expenditures	9330	33,740	33,740	100.00%																			
(Accounts Payable)	9510																						
(Line of Credit Payments)	9640																						
(Deferred Revenue)	9650	79,170	16,394	20.71%					17,400	21.98%													
NET PRIOR YEAR TRANSACTIONS		\$	642,600		\$	645,492		\$	-		\$	9,843		\$	32,641		\$	-		\$	-		
OTHER ADJUSTMENTS (LIST)																							
Capital Assets (Not included in Expenditures above)																							
Depreciation Expense (non-cash)			5,778		5,778		5,267		5,267		5,267		4,892		4,892								
TOTAL MISC. ADJUSTMENTS		\$	-		\$	5,778		\$	5,778		\$	5,267		\$	5,267		\$	4,892		\$	4,892		
NET REVENUES LESS EXPENDITURES			\$	132,267		\$	(285,365)		\$	43,594		\$	297,966		\$	(137,238)		\$	(114,764)		\$	293,516	
ENDING CASH BALANCE			\$	3,878,355		\$	3,592,990		\$	3,636,584		\$	3,934,550		\$	3,797,312		\$	3,682,548		\$	3,976,064	

CHARTER NAME: Mirus Secondary School
2023-24 First Interim Cash Flow

DATE PREPARED: 11/15/2022

Form Originated 5/16/2022

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		3,976,064		3,846,487		3,778,562		4,121,500		4,030,954		3,986,321			
REVENUE															
LCFF Sources															
LCFF	8011	298,010	8.36%	348,703	9.78%	348,703	9.78%	348,703	9.78%	348,703	9.78%	348,701	3,564,685	3,564,685	-
EPA	8012					264,681	25.00%					264,682	1,058,725	1,058,725	-
State Aid - Prior Year	8019											-	-	-	-
In Lieu Property Taxes	8096	9,651	7.92%	17,290	14.19%	8,645	7.10%	8,645	7.10%	8,645	7.10%	8,646	121,840	121,840	-
Federal	8100-8299			18,000	4.45%	92,100	22.78%			20,010	4.95%	90,080	404,390	404,390	-
State															
Lottery - Unrestricted	8560					14,132	25.00%					28,262	56,526	56,526	-
Lottery - Prop 20 - Restricted	8560											22,278	22,278	22,278	-
Other State Revenue	8300-8599	1,450	0.28%	1,450	0.28%	45,167	8.63%	1,450	0.28%	90,545	17.31%	2,711	523,152	523,152	-
Local															
Interest	8660	1,175	8.32%	1,175	8.32%	1,175	8.32%	1,175	8.32%	1,196	8.47%	-	14,121	14,121	-
AB602 Local Special Education Transfer	8792	23,779	9.11%	23,779	9.11%	23,779	9.11%	23,779	9.11%	23,777	9.11%	-	261,049	261,049	-
Other Local Revenues	8600-8799					400	36.36%					-	1,100	1,100	-
Total Revenues		\$ 334,065	5.54%	\$ 410,397	6.81%	\$ 798,782	13.25%	\$ 383,752	6.37%	\$ 492,876	8.18%	\$ 765,359	\$ 6,027,865	\$ 6,027,865	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	183,032	8.31%	184,254	8.37%	176,919	8.04%	187,921	8.54%	198,923	9.04%	-	2,201,267	2,201,267	-
Classified Salaries	2000-2999	48,757	8.31%	49,143	8.38%	46,830	7.98%	50,300	8.57%	53,770	9.17%	-	586,631	586,631	-
Benefits	3000-3999	115,630	8.32%	116,030	8.35%	113,628	8.18%	117,231	8.44%	120,835	8.70%	-	1,389,159	1,389,159	-
Books & Supplies	4000-4999	13,786	7.12%	13,786	7.12%	13,786	7.12%	13,786	7.12%	13,786	7.12%	-	193,614	193,614	-
Contracts & Services	5000-5999	102,437	7.92%	115,109	8.90%	104,681	8.09%	105,060	8.12%	104,501	8.08%	-	1,293,884	1,293,884	-
Capital Outlay	6000-6599	4,892	7.94%	4,892	7.94%	4,892	7.94%	4,892	7.94%	4,891	7.94%	-	61,600	61,600	-
Other Outgo	7100-7299											-	-	-	-
Debt Service (see Debt Form)	7400-7499									318	100.00%	-	318	318	-
Total Expenditures		\$ 468,534	8.18%	\$ 483,214	8.44%	\$ 460,736	8.05%	\$ 479,190	8.37%	\$ 497,024	8.68%	\$ -	\$ 5,726,473	\$ 5,726,473	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210												688,030	-	
Prepaid Expenditures	9330												33,740	-	
(Accounts Payable)	9510												-	-	
(Line of Credit Payments)	9640												-	-	
(Deferred Revenue)	9650									45,376	57.31%		79,170	-	
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ (45,376)			\$ 642,600	\$ -	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)													-		
Depreciation Expense (non-cash)		4,892		4,892		4,892		4,892		4,891			61,600		
													-		
													-		
													-		
TOTAL MISC. ADJUSTMENTS		\$ 4,892		\$ 4,892		\$ 4,892		\$ 4,892		\$ 4,891		\$ -	\$ 61,600		
NET REVENUES LESS EXPENDITURES		\$ (129,577)		\$ (67,925)		\$ 342,938		\$ (90,546)		\$ (44,633)		\$ 765,359	\$ 1,005,592		
ENDING CASH BALANCE		\$ 3,846,487		\$ 3,778,562		\$ 4,121,500		\$ 4,030,954		\$ 3,986,321		\$ 4,751,680			

Ending Fund Balance \$ 4,872,163
Ending Cash plus Accruals should equal Ending Fund Balance \$ (120,483)



Assumptions for Revised Preliminary Operational Budget FY 2022-23

Mirus Secondary School is an independent study program. Mirus takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like Mirus are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. Mirus is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for Mirus is 71.75%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan,

which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dashboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build Mirus' Revised Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Adjusted Grades 7-8 Base Grant	\$9,580
Adjusted Grades 9-12 Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
Mirus' Unduplicated Pupil Percentage (Rolling Average)	71.75%
District's Unduplicated Pupil Percentage (HUSD)	75.80%

* Amount represents the 2022-23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Projected P-2)	FY 2021-22 (Actual P-2)	FY 2020-21 (Actual P-2)
Enrollment	331	338	361
Students Served	701	704	808
ADA:			
Grade 7-8	30.86	31.54	37.92
Grade 9-12	284.34	290.60	292.75
Total ADA	315.20	322.14	330.67

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$4,426,590
Federal Revenues	310,915
State Revenues Other than LCFF	702,287
Local Revenues	14,710
Employee Retention Credit (ERC)	480,542
Total Projected Revenues	\$5,935,044

- **In Lieu of Property Taxes** of \$382.72 per current year (CY) P-2 ADA is based on FY 2021-22 P-2 rate for Hesperia Unified School District.
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on Nov. 6, 2012 and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is projected based on CY P-2 ADA. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief

funds to address the impact of COVID-19. Mirus has developed and adopted a Plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

Mirus' total revised ESSER III allocation amount is \$457,188 and of this amount, \$101,502 was spent in FY 21-22 and \$141,360 is projected to be spent this FY and the remaining balance of \$214,326 will be spent in FY 2023-24.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth are able to attend school and participate fully in school activities. Mirus' allocation amount is \$1,884.

Expanded Learning Opportunity Grant is part of AB 86, signed by Governor Newsom on March 5, 2021, and is intended to provide supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups. Mirus' ELO Grant Plan is focused on implementing a learning recovery program for specific student groups, including but not limited to, low-income students, English Learners, foster youth, homeless students, and students with disabilities. Mirus is also focused on providing supplemental instruction and support strategies to students identified as potentially 'at risk' of abuse, disengaged and credit deficient. Deadline for obligation of ELO ESSER II and ELO GEER II funds is September 30, 2023, while ELO ESSER III funds is September 30, 2024.

Mirus' revised allocation amount is \$266,207 and of this amount, \$165,518 was spent in FY 20-22. Remaining allocation for ELO ESSER II and ELO GEER II funds amounting to \$31,092 is included in this budget while remaining ELO ESSER III amount of \$69,597 will be included in FY 2023-24.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.

An **additional one-time federal** special education (IDEA) funding was included in the American Rescue Plan (ARP) Act of 2021 at the rate of \$39.67 per PY CBEDS and this amounted to \$12,737 for Mirus.

- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. Mirus chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing

pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Mirus included \$289,694 in its budget for this fiscal year.

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$6,079 and Learning Recovery funds of \$29,464 are included in this budget.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. Mirus has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

Mirus' allocation total is \$39,378 and of this amount the first 80% apportionment of \$31,502 was recorded in FY 2021-22. The remaining 20% amounting to \$7,876 was included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. Mirus has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

Mirus' total allocation is \$150,000 and of this amount the first 75% apportionment of \$112,500 was recorded in FY 2021-22. The remaining 25% amounting to \$37,500 was included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. Mirus' total allocation is \$7,363.

- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. Mirus used the three quarters data in 2021 only. Additionally, all wages paid by Federal Funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

Mirus applied for and received ERC in the amount of \$480,542, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*, Instructional Lead)	1100	15.70
Certificated Pupil Support (Counselor/Psychologist)	1200	1.36
Certificated Supervisor & Administrator	1300	0.97
Other Certificated Teacher Resource (CTR)	1900	5.00
Instructional Aide	2100	1.88
Classified Support	2200	0.80
Classified Supervisor & Administrator	2300	0.80
Clerical, Technical & Office Staff	2400	4.48
Other Classified	2900	0.10
TOTAL FTE POSITIONS BUDGETED		31.09

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 17%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <u>Monthly Rates</u>			
- Medical \$2,200	3401-02		
- Dental \$ 120			
- Vision \$ 27			
- Life Ins. .00114			
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.20%	1.20%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. Mirus has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

Mirus has allocated \$23,443 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the Mirus Education's mission and purpose.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$571,049 representing 9.6% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), Mirus will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of Mirus reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. Mirus has deployed an integrated marketing plan to support organizational growth. To reach Mirus' target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, Mirus has allocated \$89,026 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

Mirus will pay its authorizing District (Hesperia Unified School District) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 – Education Protection Account (EPA) Entitlement
- Object Code 8019 – State Aid Prior Years - LCFF
- Object Code 8019 – State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

Mirus has budgeted \$44,266 for FY 2022-23 for oversight fees.

RESERVES

Mirus has allocated reserves of \$534,154 for FY 2022-23 representing 9% of total revenues of \$5,935,044.

FACILITIES

Mirus carries contractual lease agreements with an annual cost of \$325,669 for FY 2022-23. The total cost of the current lease contracts from July 2022 thru the end of the lease term (Year 2025) is \$733,053.



**Revised Preliminary Operational Budget
FY 2022-23**

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+	\$ 3,311,224.00	\$ 3,176,904.00	\$ 134,320.00
Education Protection Account (EPA)	8012	+	994,733.00	960,722.00	34,011.00
In Lieu of Property Taxes - Current Year	8096	+	120,633.00	123,644.00	(3,011.00)
TOTAL, LCFF SOURCES		=	\$ 4,426,590.00	\$ 4,261,270.00	\$ 165,320.00
FEDERAL REVENUES					
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+	\$ 39,375.00	\$ 39,375.00	\$ -
Special Ed: ARP IDEA Part B	8182	+	12,737.00	12,737.00	-
Title I, Part A - Improving Basic Programs	8290	+	63,386.00	74,306.00	(10,920.00)
Title II, Part A - Supporting Effective Instruction	8290	+	9,238.00	11,253.00	(2,015.00)
Title III, Part A - English Learner Student Program	8290	+	3,253.00	2,925.00	328.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	8,590.00	10,000.00	(1,410.00)
Elementary and Secondary School Relief (ESSER) III	8290	+	141,360.00	92,684.00	48,676.00
ELO Grant: ESSER II State Reserve	8290	+	22,096.00	22,096.00	-
ELO Grant: GEER II	8290	+	8,996.00	8,996.00	-
American Rescue Plan - Homeless Children and Youth II (ARP HCY II)	8290	+	1,884.00	1,884.00	-
TOTAL, FEDERAL REVENUES		=	\$ 310,915.00	\$ 276,256.00	\$ 34,659.00
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+	\$ 15,393.00	\$ 15,393.00	\$ -
Lottery: Unrestricted	8560	+	55,966.00	54,843.00	1,123.00
Lottery: Unrestricted PY	8560	+	977.00	-	977.00
Lottery: Instructional Materials	8560	+	22,057.00	21,870.00	187.00
Lottery: Instructional Materials PY	8560	+	1,070.00	-	1,070.00
Career Technical Education Incentive Grant	8590	+	289,694.00	271,119.00	18,575.00
Special Education	8792	+	258,464.00	264,155.00	(5,691.00)
Special Education: Mental Health Services - Level 2	8590	+	15,760.00	21,845.00	(6,085.00)
Special Education Dispute Prevention	8590	+	6,079.00	1,362.00	4,717.00
Special Education Learning Recovery Funds	8590	+	29,464.00	-	29,464.00
Educator Effectiveness	8590	+	-	7,876.00	(7,876.00)
A-G Access/Success Grant	8590	+	-	18,750.00	(18,750.00)
A-G Learning Loss Mitigation Grant	8590	+	-	18,750.00	(18,750.00)
Ethnic Studies Block Grant	8590	+	7,363.00	7,363.00	-
TOTAL, OTHER STATE REVENUES		=	\$ 702,287.00	\$ 703,326.00	\$ (1,039.00)
LOCAL REVENUES					
Interest Income	8660	+	\$ 13,710.00	\$ 4,000.00	\$ 9,710.00
All Other Local Revenue	8699	+	1,000.00	1,000.00	-
Employee Retention Credit	8699	+	480,542.00	-	480,542.00
TOTAL, LOCAL REVENUES		=	\$ 495,252.00	\$ 5,000.00	\$ 490,252.00
TOTAL, REVENUES			\$ 5,935,044.00	\$ 5,245,852.00	\$ 689,192.00



**Revised Preliminary Operational Budget
FY 2022-23**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+	\$ 1,550,039.00	\$ 1,454,276.00	\$ 95,763.00
Certificated Pupil Support Salaries	1200	+	146,641.00	152,862.00	(6,221.00)
Certificated Supervisors' & Administrators' Salaries	1300	+	174,320.00	146,491.00	27,829.00
Other Certificated Salaries	1900	+	156,941.00	159,679.00	(2,738.00)
TOTAL, CERTIFICATED SALARIES		=	\$ 2,027,941.00	\$ 1,913,308.00	\$ 114,633.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	+	\$ 83,347.00	\$ 7,471.00	\$ 75,876.00
Classified Supervisors' & Administrators' Salaries	2300	+	129,729.00	163,469.00	(33,740.00)
Clerical, Technical and Office Staff Salaries	2400	+	280,143.00	229,542.00	50,601.00
Other Classified Salaries	2900	+	11,286.00	10,771.00	(515.00)
TOTAL, CLASSIFIED SALARIES		=	\$ 550,507.00	\$ 411,253.00	\$ 139,254.00
EMPLOYEE BENEFITS					
STRS Retirement	3100	+	\$ 394,739.00	\$ 367,919.00	\$ 26,820.00
PERS Retirement	3200	+	129,754.00	101,045.00	28,709.00
Social Security/Medicare	3300	+	69,165.00	58,399.00	10,766.00
Health and Welfare	3400	+	679,427.00	704,730.00	(25,303.00)
Unemployment Insurance	3500	+	12,893.00	11,623.00	1,270.00
Workers Compensation	3600	+	30,953.00	27,895.00	3,058.00
TOTAL, EMPLOYEE BENEFITS		=	\$ 1,316,931.00	\$ 1,271,611.00	\$ 45,320.00
TOTAL, PERSONNEL COST			\$ 3,895,379.00	\$ 3,596,172.00	\$ 299,207.00



**Revised Preliminary Operational Budget
FY 2022-23**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIM BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	+	\$ 28,000.00	\$ 20,000.00	\$ 8,000.00
Books and Other Reference Materials	4200	+	3,700.00	3,000.00	700.00
Materials and Supplies	4300	+	62,714.00	47,851.00	14,863.00
On-Line Courses	4312	+	28,181.00	27,518.00	663.00
Research and Development	4313	+	5,861.00	5,328.00	533.00
Noncapitalized Equipment	4400	+	48,158.00	42,000.00	6,158.00
Food	4700	+	9,122.00	8,000.00	1,122.00
TOTAL, BOOKS AND SUPPLIES		=	\$ 185,736.00	\$ 153,697.00	\$ 32,039.00
SERVICES AND OTHER OPERATING EXPENSES					
Travel and Conference	5200	+	\$ 30,220.00	\$ 25,645.00	\$ 4,575.00
Research and Development Travel	5202	+	17,582.00	15,984.00	1,598.00
Dues and Memberships	5300	+	10,909.00	10,087.00	822.00
Liability Insurance	5400	+	27,617.00	27,213.00	404.00
Operations and Housekeeping Services	5500	+	118,735.00	103,841.00	14,894.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	383,761.00	365,927.00	17,834.00
Professional/Consulting Services/Operating Exp.	5800	+	482,023.00	439,985.00	42,038.00
Marketing Fees	5812	+	89,026.00	78,688.00	10,338.00
Communications	5900	+	89,766.00	85,693.00	4,073.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		=	\$ 1,249,639.00	\$ 1,153,063.00	\$ 96,576.00
CAPITAL OUTLAY					
Depreciation - Equipment	6900	+	\$ 17,535.00	\$ 17,535.00	\$ -
Depreciation - Leasehold Improvement	6900	+	51,810.00	51,810.00	-
TOTAL, CAPITAL OUTLAY		=	\$ 69,345.00	\$ 69,345.00	\$ -
OTHER OUTGO					
Debt Service Payment - Interest (Capitalized Leases & CSFA	7438	+	\$ 791.00	\$ 791.00	\$ -
TOTAL, OTHER OUTGO		=	\$ 791.00	\$ 791.00	\$ -
RESERVES					
Operational Reserve	9780	+	\$ 267,077.00	\$ 136,392.00	\$ 130,685.00
Reserve for Economic Uncertainties	9789	+	267,077.00	136,392.00	130,685.00
TOTAL, RESERVES		=	\$ 534,154.00	\$ 272,784.00	\$ 261,370.00
%			9%	5%	
TOTAL, EXPENDITURES			\$ 5,935,044.00	\$ 5,245,852.00	\$ 689,192.00

Fiscal Year Ending June 30, 2023

- ☒ First Interim/October 31st
☐ Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Sweetwater Secondary School

CDS #: 37 77107 0136473

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1903

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below)

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Projected Budget			Actual To-Date		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. Revenue Limit Sources							
Local Control Funding Formula	8011	5,017,021.00		5,017,021.00	1,293,506.00		1,293,506.00
Education Protection Account	8012	76,312.00		76,312.00	17,718.00		17,718.00
State Aid - Prior Years	8019			0.00			0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00			0.00
County and District Taxes (for rev. limit funded schools)	8040-8079			0.00			0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00			0.00
Revenue Limit Transfers (for rev. limit funded schools):							
PERS Reduction Transfer	8092			0.00			0.00
Transfers from Sponsoring LEAs to Charter Schools							
In Lieu of Property Taxes	8096			0.00			0.00
Other Revenue Limit Transfers	8091, 8097			0.00			0.00
Total, Revenue Limit Sources		5,093,333.00	0.00	5,093,333.00	1,311,224.00	0.00	1,311,224.00
2. Federal Revenues (see NOTE on last page)							
No Child Left Behind (Title I, II, III, etc.) / Every Student Succeeds Act	8290		106,850.00	106,850.00			0.00
Special Education - Federal	8181, 8182		79,984.00	79,984.00			0.00
Child Nutrition - Federal	8220			0.00			0.00
Other Federal Revenues	8110, 8260-8299		98,188.00	98,188.00		37,541.31	37,541.31
Total, Federal Revenues		0.00	285,022.00	285,022.00	0.00	37,541.31	37,541.31
3. Other State Revenues							
Charter Schools Categorical Block Grant	8480-8434			0.00			0.00
Special Education - State	StateRevSE		350,242.00	350,242.00		80,673.00	80,673.00
All Other State Revenues	StateRevAO	85,599.00	206,395.00	291,994.00	914.59	116,475.77	117,390.36
Total, Other State Revenues		85,599.00	556,637.00	642,236.00	914.59	197,148.77	198,063.36
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	615,763.00		615,763.00	10,422.21		10,422.21
Total, Local Revenues		615,763.00	0.00	615,763.00	10,422.21	0.00	10,422.21
5. TOTAL REVENUES		5,794,695.00	841,659.00	6,636,354.00	1,322,560.80	234,690.08	1,557,250.88
B. EXPENDITURES							
1. Certificated Salaries							
Teachers' Salaries	1100	1,200,164.00	373,745.00	1,573,909.00	320,346.79	148,524.09	468,870.88
Certificated Pupil Support Salaries	1200	156,528.00	68,109.00	224,637.00	50,217.42	21,847.00	72,064.42
Certificated Supervisors' and Administrators' Salaries	1300	168,385.00	47,327.00	215,712.00	46,066.70	23,245.88	69,312.58
Other Certificated Salaries	1900	115,633.00	17,468.00	133,101.00	0.00		0.00
Total, Certificated Salaries		1,640,710.00	506,649.00	2,147,359.00	416,630.91	193,616.97	610,247.88
2. Non-certificated Salaries							
Instructional Aides' Salaries	2100			0.00			0.00
Non-certificated Support Salaries	2200	12,187.00	821.00	13,008.00	3,652.98	547.20	4,200.18
Non-certificated Supervisors' and Administrators' Sal.	2300	90,632.00	2,889.00	93,521.00	28,692.32	1,926.00	30,618.32
Clerical and Office Salaries	2400	234,995.00	1,545.00	236,540.00	74,030.62	643.25	74,673.87
Other Non-certificated Salaries	2900	9,093.00	0.00	9,093.00	2,912.48	0.00	2,912.48
Total, Non-certificated Salaries		346,907.00	5,255.00	352,162.00	109,288.40	3,116.45	112,404.85
3. Employee Benefits							
STRS	3100-3102	317,433.00	96,853.00	414,286.00	81,306.85	36,956.41	118,263.26
PERS	3200-3202	82,525.00	906.00	83,431.00	25,332.33	505.97	25,838.30
OASDI / Medicare / Alternative	3300-3302	48,982.00	7,679.00	56,661.00	13,853.33	2,975.85	16,829.18
Health and Welfare Benefits	3400-3402	1,039,241.00	276,433.00	1,315,674.00	204,853.71	76,786.06	281,639.77
Unemployment Insurance	3500-3502	9,945.00	2,553.00	12,498.00	2,629.63	983.67	3,613.30
Workers' Compensation Insurance	3600-3602	23,850.00	6,182.00	30,032.00	6,346.83	2,375.31	8,722.14
Retiree Benefits	3701-3702			0.00			0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00			0.00
Other Employee Benefits	3901-3902			0.00			0.00
Total, Employee Benefits		1,521,976.00	390,606.00	1,912,582.00	334,322.68	120,583.27	454,905.95
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	16,100.00	13,500.00	29,600.00	0.00	312.75	312.75
Books and Other Reference Materials	4200	2,618.00	382.00	3,000.00	0.00	127.40	127.40
Materials and Supplies	4300	96,588.00	39,704.00	136,292.00	12,965.53	4,910.89	17,876.42
Noncapitalized Equipment	4400	154,694.00	351.00	155,045.00	0.00	60.08	60.08
Food	4700	0.00	6,300.00	6,300.00	0.00	3,089.71	3,089.71
Total, Books and Supplies		270,000.00	60,237.00	330,237.00	12,965.53	8,500.83	21,466.36

Fiscal Year Ending June 30, 2023

- ☒ First Interim/October 31st
☐ Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Sweetwater Secondary School

Description	Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Travel and Conferences	5200	37,890.00	8,277.00	46,167.00	3,826.98	7,112.93	10,939.91
Dues and Memberships	5300	18,034.00	1,038.00	19,072.00	6,850.08	6,438.30	13,288.38
Insurance	5400	28,133.00	200.00	28,333.00	25,512.50	45.00	25,557.50
Operations and Housekeeping Services	5500	91,342.00	29,012.00	120,354.00	13,513.89	15,100.00	28,613.89
Rentals, Leases, Repairs, and Noncap. Improvements	5600	448,662.00	8,004.00	456,666.00	149,948.51	2,828.43	152,776.94
Professional/Consulting Services and Operating Expend.	5800	326,272.00	331,307.00	657,579.00	80,553.07	75,531.33	156,084.40
Communications	5900	24,525.00	19,376.00	43,901.00	491.05	5,066.48	5,557.53
Total, Services and Other Operating Expenditures		974,858.00	397,214.00	1,372,072.00	280,696.08	112,122.47	392,818.55
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00
Equipment	6400			0.00			0.00
Equipment Replacement	6500			0.00			0.00
Depreciation Expense (for accrual basis only)	6900	121,498.00		121,498.00	39,642.04		39,642.04
Total, Capital Outlay		121,498.00	0.00	121,498.00	39,642.04	0.00	39,642.04
7. Other Outgo							
Tuition to Other Schools	7110-7143			0.00			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00
Transfers of Indirect Costs	7300-7399	(1,984.00)	1,984.00	0.00			0.00
Debt Service:							
Interest	7438	2,263.00		2,263.00			0.00
Principal (for modified accrual basis only)	7439			0.00			0.00
Total, Other Outgo		279.00	1,984.00	2,263.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,876,228.00	1,361,945.00	6,238,173.00	1,193,545.64	437,939.99	1,631,485.63
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		918,467.00	(520,286.00)	398,181.00	129,015.16	(203,249.91)	(74,234.75)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979			0.00			0.00
2. Less: Other Uses	7630-7699			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(447,525.00)	447,525.00	0.00			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(447,525.00)	447,525.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		470,942.00	(72,761.00)	398,181.00	129,015.16	(203,249.91)	(74,234.75)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	3,897,143.72	145,400.01	4,042,543.73	3,897,143.72	145,400.01	4,042,543.73
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00			0.00
c. Adjusted Beginning Balance		3,897,143.72	145,400.01	4,042,543.73	3,897,143.72	145,400.01	4,042,543.73
2. Ending Fund Balance, June 30 (E + F1c)		4,368,085.72	72,639.01	4,440,724.73	4,026,158.88	(57,849.90)	3,968,308.98
Components of Ending Fund Balance (Optional):							
Reserve for Revolving Cash (equals object 9130)	9711			0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712			0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00	62,340.82	7,174.90	69,515.72
Reserve for All Others	9719			0.00			0.00
General Reserve	9730			0.00			0.00
Legally Restricted Balance	9740			0.00			0.00
Designated for Economic Uncertainties	9770 *			0.00			0.00
Other Designations	9775, 9780			0.00			0.00
Undesignated / Unappropriated Amount	9790 *	4,368,085.72	72,639.01	4,440,724.73	3,963,818.06	(65,024.80)	3,898,793.26
* Percent of Total Expenditures and Other Uses		70.02%	1.16%	71.19%	242.96%	-3.99%	238.97%

Fiscal Year Ending June 30, 2023
☒ First Interim/October 31st
☐ Second Interim/January 31st

CHARTER SCHOOL INTERIM BUDGET REPORT

Charter School Name: Sweetwater Secondary School

Description		Object Code	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
G. ASSETS								
1.	Cash							
	In County Treasury	9110				2,738,411.56	272,380.03	3,010,791.59
	Fair Value Adjustment to Cash in County Treasury	9111						0.00
	In Banks	9120				564,647.91	(289,139.84)	275,508.07
	In Revolving Fund	9130						0.00
	With Fiscal Agent	9135						0.00
	Collections Awaiting Deposit	9140						0.00
2.	Investments	9150						0.00
3.	Accounts Receivable	9200				4,542.00	196.54	4,738.54
4.	Due from Grantor Government	9290					98,701.66	98,701.66
5.	Stores	9320						0.00
6.	Prepaid Expenditures (Expenses)	9330				62,340.82	7,174.90	69,515.72
7.	Other Current Assets	9340				19,312.75		19,312.75
8.	Capital Assets (for accrual basis only)	9400-9499				756,104.48		756,104.48
9.	TOTAL ASSETS					4,145,359.52	89,313.29	4,234,672.81
H. LIABILITIES								
1.	Accounts Payable	9500				73,678.25	20,183.17	93,861.42
2.	Due to Grantor Government	9590						0.00
3.	Current Liabilities	9641				9,784.78		9,784.78
4.	Deferred Revenue	9650					126,980.02	126,980.02
5.	Long-Term Liabilities (for accrual basis only)	9660-9669				35,737.61		35,737.61
6.	TOTAL LIABILITIES					119,200.64	147,163.19	266,363.83
I. FUND BALANCE								
	Ending Fund Balance, June 30 (G9-H6)							
	(must agree with Line F2)					4,026,158.88	(57,849.90)	3,968,308.98
						-	(0.00)	(0.00)



Assumptions for Revised Preliminary Operational Budget FY 2022-23

Sweetwater Secondary School is an independent study program. SSS takes a very conservative approach in developing its financial planning.

A regular school or a comprehensive high school generates its major source of revenues from pupils' actual attendance or what is sometimes referred to as "Seat Time Attendance". As a condition of apportionment, every pupil must be scheduled to attend school for the statutory minimum days applicable to the grade level or program unless exempted.

Apportionment credit for independent study programs, like SSS, are based on the student's "product" or academic work, which is assessed by a competent credentialed certificated teacher. The teacher determines the time value of completed assignments or work products so that Average Daily Attendance (ADA) can be earned. Each student in the program is expected to work 175 instructional days per regular school year: 375 minutes per day and 65,625 minutes annually. SSS is a year-round program and has adopted a multi-track calendar. Students may enroll and continue to earn academic credit all 12 months of the year. This design maximizes students' opportunities to catch up on their coursework.

The State of California implemented the **Local Control Funding Formula (LCFF)** in the 2013-14 school year to fund public schools, including charter schools. In the 2018-19 fiscal year, LCFF funding targets were achieved and future LCFF growth will be attributable to the application of the COLA plus augmentation to the base grant.

The LCFF formula for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students, as follows:

- * **Supplemental Grant** equal to 20 percent of the adjusted base grant multiplied by ADA and the unduplicated percentage of targeted disadvantaged pupils. Targeted pupils are those classified as English Language Learners, Free and Reduced Priced Meal eligible students, foster youth, or any combination of these factors (unduplicated count). The projected unduplicated pupil percentage for SSS is 70.9%.
- * **Concentration Grant** equal to 65 percent of the adjusted base grant multiplied by ADA and the percentage of unduplicated pupils exceeding 55% of an LEA's enrollment. Concentration grants for charter schools are limited to the lesser of the charter school's unduplicated pupil percentage (UPP) or their local districts UPP.

As part of the LCFF, school districts, county offices of education and charter schools are required to develop and adopt a **Local Control and Accountability Plan (LCAP)** using a State Board adopted LCAP template. The LCAP can be a single-year or three-year plan, which is reviewed and updated annually. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the

school's authorizer. All LEAs must complete the LCAP and the Annual Update Template each year.

State regulations require that the LCAP must include annual goals in eight specified areas. These eight annual goals are in alignment with the State goals.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core
8. Course Access

BUDGET INFORMATION

Based on School Services of California (SSC) School District and Charter School Financial Projection Dartboard – 2022-23 Enacted State Budget updated as of September 29, 2022, and the Fiscal Crisis and Management Assistance Team (FCMAT) LCFF Calculator, the rates below were used to build SSS's Revised Preliminary Operational Budget.

Table 1:

Description	FY 2022-23
Adjusted Grades 7-8 Base Grant	\$9,580
Adjusted Grades 9-12 Base Grant	\$11,391
Statutory Cost of Living Allowance (COLA)*	13.26%
SSS's Unduplicated Pupil Percentage (Rolling Average)	70.90%
District's Unduplicated Pupil Percentage (SUHSD)	62.47%

*Amount represents the 2022–23 statutory COLA of 6.56% plus an augmentation of 6.70%.

Revenues were calculated based on the following enrollment and ADA projections:

Table 2:

Description	FY 2022-23 (Projected P-2)	FY 2021-22 (Actual P-2)	FY 2020-21 (Actual P-2)
Enrollment	418	392	364
Students Served	610	552	509
ADA:			
Grade 7-8	37.28	34.61	49.09
Grade 9-12	344.28	319.74	260.96
Total ADA	381.56	354.35	310.05

REVENUE PROJECTIONS

Table 3:

Description	FY 2022-23
LCFF Sources	\$5,093,333
Federal Revenues	\$285,022
State Revenues Other than LCFF	\$642,236
Local Revenues	\$12,500
Employee Retention Credit (ERC)	\$603,263
Total Projected Revenues	\$6,636,354

- **In Lieu of Property Taxes (ILPT)** are no longer a source of revenue, but total LCFF revenues will remain unchanged. With the passage of Senate Bill 75, SBE authorized charter schools will no longer receive ILPT unless the district of residence (for the student of which ADA was claimed) was a basic aid district in the prior year. This means that the LCFF entitlement for most SBE authorized charter schools will be fully funded through state aid (LCFF State Aid and EPA).
- **Education Protection Account (EPA)** is now a part of the LCFF Calculation. Proposition 30, *The Schools and Local Public Safety Act of 2012*, approved by the voters on November 6, 2012, and amended by Proposition 55 on November 8, 2016, brought about the creation of Education Protection Account. It was intended to minimize deeper cuts to school agencies and other state-supported programs in California. EPA is not an additional source of revenue. A corresponding reduction will be made equally to the school's general-purpose state aid funding for funds received through the EPA. The CDE will allocate EPA revenues on a quarterly basis through the 2030-31 fiscal year.
- **Lottery revenues** are allocated based on CY annual ADA adjusted by the statewide average excused absence factor of 1.04446. Since CY annual ADA is not available until after the fiscal year ends, lottery funding is initially allocated using the prior year's Annual ADA and adjusted in the subsequent fiscal year. Rates used are based on School Services of California's latest estimates: \$67 for Prop 20 (Lottery: Instructional Materials) and \$170 for Non-Prop 20 (Lottery: Unrestricted).
- **Federal Funds**

Titles I, II, III, and IV are based on the latest allocation schedules provided by the California Department of Education (CDE) for FY 2022-23.

Elementary and Secondary School Emergency Relief Round III (ESSER III) Fund:

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19,

following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020. The ESSER III Fund accounts for nearly \$122 billion of funding for all states and California's allocation is \$15,068,884,546. This funding will provide LEAs with emergency relief funds to address the impact of COVID-19. SSS has developed and adopted a Plan for how it will use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. Deadline for obligation of this fund is September 30, 2024.

SSS's ESSER III revised allocation is \$498,245 and of that amount \$95,992 was spent in FY 21-22. SSS included \$204,182 in its Preliminary Budget but due to increases in LCFF and local revenues, the budgeted amount was lowered to \$90,747. The remaining allocation of \$311,506 will be included in the FY 2023-24 budget.

American Rescue Plan, ESSER – Homeless Children and Youth II Fund (ARP-HCY II) is apportioned to LEAs to support any purposes consistent with McKinney-Vento, help LEAs identify homeless children and youth, provide wraparound services that address the multiple effects of the COVID-19 pandemic on homeless children and youth, and ensure that homeless children and youth can attend school and participate fully in school activities. SSS's allocation amount is \$3,741.

Project Safe from Exploitation (SaFE) – The San Diego County Office of Education received a Federal award - Demonstration Grants for Domestic Victims of Severe Forms of Human Trafficking for a total amount of \$575,000 and SSS is a subrecipient for \$3,700. As a subrecipient, SSS will receive funding based on the following activities:

1. Each classified and certificated staff will receive human trafficking prevention education via the PROTECT 101-103 online and HTSSP modules. Each staff member will receive a stipend of \$100 once the training is completed.
 2. All certificated staff (teachers and pupil-services) will participate in the PROTECT Curriculum Review training, that will result in their capacity to deliver the PROTECT Student training curriculum. Each certificated staff member will receive a stipend of \$150 once the training is completed.
- **Educator Effectiveness Block Grant** is made from the state General Fund pursuant to Section 22 of Assembly Bill (AB) 130 (Chapter 44, Statutes of 2021) as amended by Section 9 of AB 167 (Chapter 252, Statutes of 2021). One-time funding is provided to local educational agencies (LEAs) and state special schools in support of the Educator Effectiveness Block Grant funding (EEF) to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils. SSS has developed and adopted a Plan for using its Educator Effectiveness funds to support professional development. Deadline for obligation of this fund is FY 2025-26.

SSS's allocation total is \$60,419 and of that amount the first 80% apportionment of \$48,335 was recorded in FY 21-22. The remaining 20% amounting to \$12,084 was

included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Special Education funds** are based on current projections of El Dorado Charter SELPA. **State revenues** are projected at \$820 per CY P-2 ADA while **Federal IDEA** revenues are projected at \$125 per PY California Basic Educational Data System (CBEDS) count.
- **Mandate Block Grant Funding** is allocated as a block grant to support various mandated programs. Each year, LEAs will have the option to either choose the mandate block grant funding or to submit a claim for the actual costs with the State Controllers' Office. SSS chose to receive the block grant, which is based on PY P-2 ADA with funding rates of \$18.34 for Grades K-8 and \$50.98 for Grades 9-12.
- **Career Technical Education Incentive Grant Program** was established as a state education, economic, and workforce development initiative with the goal of providing pupils in kindergarten and grades 1 to 12, inclusive, with the knowledge and skills necessary to transition to employment and postsecondary education. The purpose of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district and charter school LCFF. Award ending date for the 2022-23 CTEIG Cycle is December 31, 2024.

SSS included \$193,911 in its Preliminary Budget but lowered it to \$170,893 due to increases in LCFF and local revenues

- **Dispute Prevention & Learning Recovery Funds** are two, one-time, funding streams provided to our Special Education Local Plan Area (SELPA) for distribution to its members. Dispute prevention funds are to fund dispute prevention and voluntary alternative dispute resolution activities aimed at preventing and resolving special education disputes resulting from school disruptions stemming from the pandemic. Learning recovery funds will fund learning recovery support to pupils associated with impacts to learning due to school disruptions stemming from the pandemic. Remaining Dispute Prevention funds of \$5,169 and Learning Recovery funds of \$13,116 are included in this budget.
- **A-G Completion Improvement Grant Program** provides additional support to LEAs to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility requirements completed for admission to the California State University and the University of California. SSS has developed and adopted a Plan that describes the programs and services that will increase or improve the A-G eligibility. Deadline for obligation of this fund is FY 2025-26.

SSS's total allocation is \$150,000 and of this amount the first 75% apportionment of \$112,500 was recorded in FY 21-22. The remaining 25% amounting to \$37,500 was included in the Preliminary Budget but is now deferred due to increases in LCFF and local revenues.

- **Ethnic Studies Block Grant** provides funding to support curriculum and instructional resources, professional development, or other activities that support the creation or expansion of ethnic studies course offerings, including, but not limited to, courses that use the state-adopted ethnic studies model curriculum as a guide. SSS's total allocation is \$7,798.
- **Employee Retention Credit (ERC)** is a payroll tax refund from the United States Treasury Department applicable to businesses who kept employees on payroll during the pandemic. The ERC is a refundable tax credit against certain employment taxes equal to 50% of the qualified wages an eligible employer pays to employees after March 12, 2020, and before January 1, 2021. SSS used the three quarters data in 2021 only. Additionally, all wages paid by Federal Funds were removed from the calculations. Eligible employers can get immediate access to the credit by reducing employment tax deposits they are otherwise required to make. Also, if the employer's employment tax deposits are not sufficient to cover the credit, the employer may get an advance payment from the IRS.

SSS applied for and anticipates receiving ERC in the amount of \$603,263, which is included under Local Revenue.

NUMBER OF FULL-TIME EQUIVALENT (FTE) FACULTY

Table 4:

POSITIONS	OBJECT CODE	FY 22-23
Teachers (Gen. Ed, Special Ed*)	1100	16.28
Certificated Pupil Support (Counselor/Nurse/Psychologist/Tech Lead)	1200	1.83
Certificated Supervisor & Administrator	1300	1.34
Other Certificated Teacher Resource (CTR)	1900	5.00
Classified Support (Admin Support)	2200	0.21
Classified Supervisor & Administrator	2300	0.56
Clerical, Technical & Office Staff	2400	4.98
Other Classified Salaries	2900	0.08
TOTAL FTE POSITIONS BUDGETED		30.28

- * To ensure compliance with Special Ed regulations, FTE position for Special Ed is at one Special Ed Resource Specialist for every 28 caseload. We calculated the caseload by multiplying the total enrollment by the percentage of Special Ed population compared to total student population. For FY 2022-23, we estimated the Special Ed population at 23.8%.

EMPLOYEE BENEFITS

Employee benefits were calculated using the following rates:

Table 5:

	Object	Certificated	Classified
STRS (Teachers Retirement)	3111-12	19.10%	
PERS (Classified Retirement)	3211-12		25.37%
OASDI (Social Security)	3311-12		6.20%
MEDICARE	3321-22	1.45%	1.45%
Health & Welfare - Self-Insured Plan <div style="text-align: right; margin-right: 20px;"><u>Monthly Rates</u></div> <div style="margin-left: 20px;"> - Medical \$ 4,500 - Dental \$ 270 - Vision \$ 60 - Life Ins. .00114 </div>	3401-02		
State Unemployment Insurance	3501-01	0.50%	0.50%
Worker Compensation Insurance	3601-02	1.20%	1.20%

NUTRITION PROGRAM EXPENDITURES UNDER OBJECT CODE 4700

Assembly Bill 1871 requires that non-classroom based (NCB) charter schools shall provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. SSS has expanded this requirement so that all enrolled students are able to select from nutritious items that meet the USDA's nutritious meal requirements at any time, for free, when in our resource centers.

RESEARCH AND DEVELOPMENT EXPENDITURES UNDER OBJECT CODES 4300 AND 5200

SSS has allocated \$25,520 for research and development to support works directed toward innovation, introduction, and improvement necessary for the support of the school consistent with the mission and purpose of the organization.

PROFESSIONAL/CONSULTING SERVICES AND OTHER OPERATING EXPENDITURES UNDER OBJECT CODE 5800

The total budget amount for Object Code 5800 is \$657,579 representing 9.9% of the Operational Budget. Included in this object code are the district's oversight fees, marketing fees, maintenance agreements, student information systems, technology services, personnel testing, annual financial audits, student files audit, advertising, field trips, printing services, MAP assessments, Special Education Services and Support, El Dorado Charter SELPA Admin Fee, software licenses, and legal fees.

MARKETING

Pursuant to Education Code Section 47605 (b)(5)(G), SSS will provide means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. The authorizing District has a broad and diverse student population. The budget for marketing will support the significant outreach efforts to ensure that the student body of SSS reflects the diverse characteristics of the territorial jurisdiction of the authorizing District. SSS has deployed an integrated marketing plan to support organizational growth. To reach SSS's target audience, messaging has been tailored for the following mediums: Television, Billboards, Street Posters, Postcards, Email, Mobile, Social Media, Radio and Bus Ads. For FY 2022-23, SSS has allocated \$99,545 for marketing expenses included in the object code 5800 and represents 1.5% of its total budget.

DISTRICT OVERSIGHT FEES

SSS will pay its authorizer (State Board of Education) oversight fees of **1 percent** for apportionments received from the State for LCFF Revenues. The following are revenues subject to calculation of **1 percent oversight fees**:

- Object Code 8011 – LCFF State Aid – Current Year
- Object Code 8012 - Education Protection Account (EPA) Entitlement
- Object Code 8019 - State Aid Prior Years - LCFF
- Object Code 8019 - State Aid Prior Years - EPA
- Object Code 8096 – Charter Schools Funding In Lieu of Property Taxes

SSS has budgeted \$50,933 for FY 2022-23 for oversight fees.

RESERVES

SSS has allocated reserves of \$398,181 for FY 2022-23 representing 6% of total revenues of \$6,636,354.

FACILITIES

SSS carries contractual lease agreements with an annual cost of \$328,263 for FY 2022-23. The total cost of the current lease contracts from July 2022 through the end of the lease term (Year 2026) is \$1,075,100.



**Revised Preliminary Operational Budget
FY 2022-23**

REVENUES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
LOCAL CONTROL FUNDING FORMULA (LCFF) SOURCES					
LCFF State Aid - Current Year	8011	+ \$	5,017,021.00	\$ 4,651,086.00	\$ 365,935.00
Education Protection Account (EPA)	8012	+	76,312.00	75,430.00	882.00
In Lieu of Property Taxes - Current Year	8096	+	-	-	-
TOTAL, LCFF SOURCES		= \$	5,093,333.00	\$ 4,726,516.00	\$ 366,817.00
FEDERAL REVENUES					
Special Ed: IDEA Basic Local Assistance Entitlement Part B	8181	+ \$	41,250.00	\$ 41,250.00	\$ -
Special Education: Mental Health Services - Level 3	8182	+	38,734.00	64,995.00	(26,261.00)
Title I, Part A - Improving Basic Programs	8290	+	77,353.00	73,508.00	3,845.00
Title II, Part A - Supporting Effective Instruction	8290	+	11,491.00	11,921.00	(430.00)
Title III, Part A - English Learner Student Program	8290	+	8,006.00	6,318.00	1,688.00
Title IV, Part A - Student Support and Academic Enrichment	8290	+	10,000.00	10,000.00	-
CARES Act - Elementary and Secondary School Relief (ESSER) III	8290	+	90,747.00	204,182.00	(113,435.00)
Project SaFE	8290	+	3,700.00	1,850.00	1,850.00
ARP - Homeless Children & Youth II	8290	+	3,741.00	3,741.00	-
TOTAL, FEDERAL REVENUES		= \$	285,022.00	\$ 417,765.00	\$ (132,743.00)
STATE REVENUES OTHER THAN LCFF					
Mandate Block Grant	8550	+ \$	16,935.00	\$ 16,935.00	\$ -
Lottery: Unrestricted	8560	+	68,664.00	57,759.00	10,905.00
Lottery: Instructional Materials	8560	+	27,704.00	23,033.00	4,671.00
Career Technical Education Incentive Grant	8590	+	170,893.00	193,911.00	(23,018.00)
Educator Effectiveness Block Grant	8590	+	-	12,084.00	(12,084.00)
Special Education	8792	+	312,879.00	309,263.00	3,616.00
Special Education: Mental Health Services - Level 2	8590	+	19,078.00	69,689.00	(50,611.00)
A-G Access/Success Grant	8590	+	-	18,750.00	(18,750.00)
A-G Learning Loss Mitigation Grant	8590	+	-	18,750.00	(18,750.00)
Special Education Dispute Prevention	8590	+	5,169.00	4,935.00	234.00
Special Education Learning Recovery	8590	+	13,116.00	14,891.00	(1,775.00)
Ethnic Studies Block Grant	8590	+	7,798.00	7,798.00	-
TOTAL, OTHER STATE REVENUES		= \$	642,236.00	\$ 747,798.00	\$ (105,562.00)
LOCAL REVENUES					
Interest Income	8660	+ \$	10,000.00	\$ 10,000.00	\$ -
Employee Retention Credit	8699	+	603,263.00	-	603,263.00
All Other Local Revenue	8699	+	2,500.00	2,500.00	-
TOTAL, LOCAL REVENUES		= \$	615,763.00	\$ 12,500.00	\$ 603,263.00
TOTAL, REVENUES		\$	6,636,354.00	\$ 5,904,579.00	\$ 731,775.00

Sweetwater
SECONDARY SCHOOL
 Revised Preliminary Operational Budget
 FY 2022-23

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
CERTIFICATED SALARIES					
Certificated Teachers' Salaries	1100	+ \$	1,573,909.00	\$ 1,510,004.00	\$ 63,905.00
Certificated Pupil Support Salaries	1200	+	224,637.00	214,205.00	10,432.00
Certificated Supervisors' & Administrators' Salaries	1300	+	215,712.00	163,557.00	52,155.00
Other Certificated Salaries	1900	+	133,101.00	75,269.00	57,832.00
TOTAL, CERTIFICATED SALARIES		= \$	2,147,359.00	\$ 1,963,035.00	\$ 184,324.00
CLASSIFIED SALARIES					
Classified Support Salaries	2200	+ \$	13,008.00	\$ 19,520.00	\$ (6,512.00)
Classified Supervisors' & Administrators' Salaries	2300	+	93,521.00	49,327.00	44,194.00
Clerical, Technical and Office Staff Salaries	2400	+	236,540.00	283,086.00	(46,546.00)
Other Classified Salaries	2900	+	9,093.00	8,832.00	261.00
TOTAL, CLASSIFIED SALARIES		= \$	352,162.00	\$ 360,765.00	\$ (8,603.00)
EMPLOYEE BENEFITS					
STRS Retirement	3100	+ \$	414,286.00	\$ 378,735.00	\$ 35,551.00
PERS Retirement	3200	+	83,431.00	86,486.00	(3,055.00)
Social Security/Medicare	3300	+	56,661.00	54,831.00	1,830.00
Health and Welfare	3400	+	1,315,674.00	1,031,345.00	284,329.00
Unemployment Insurance	3500	+	12,498.00	11,619.00	879.00
Workers Compensation	3600	+	30,032.00	27,886.00	2,146.00
TOTAL, EMPLOYEE BENEFITS		= \$	1,912,582.00	\$ 1,590,902.00	\$ 321,680.00
TOTAL, PERSONNEL COST		\$	4,412,103.00	\$ 3,914,702.00	\$ 497,401.00



**Revised Preliminary Operational Budget
FY 2022-23**

EXPENDITURES

DESCRIPTION	ACCOUNT CODES		REVISED PRELIMINARY BUDGET	PRELIMINARY BUDGET	INCREASE (DECREASE)
BOOKS AND SUPPLIES					
Textbooks and Core Curricula Materials	4100	+ \$	29,600.00	\$ 23,000.00	\$ 6,600.00
Books and Other Reference Materials	4200	+	3,000.00	2,400.00	600.00
Materials and Supplies	4300	+	104,004.00	92,504.00	11,500.00
On-Line Courses	4312	+	25,968.00	25,968.00	-
Research and Development	4313	+	6,320.00	5,812.00	508.00
Noncapitalized Equipment	4400	+	155,045.00	155,000.00	45.00
Food	4700	+	6,300.00	6,250.00	50.00
TOTAL, BOOKS AND SUPPLIES		= \$	330,237.00	\$ 310,934.00	\$ 19,303.00
SERVICES AND OTHER OPERATING EXPENSES					
Travel and Conference	5200	+ \$	26,967.00	\$ 24,615.00	\$ 2,352.00
Research and Development Travel	5202	+	19,200.00	17,435.00	1,765.00
Dues and Memberships	5300	+	19,072.00	11,080.00	7,992.00
Liability Insurance	5400	+	28,333.00	27,833.00	500.00
Operations and Housekeeping Services	5500	+	120,354.00	108,083.00	12,271.00
Rental, Leases, Repairs & Noncapitalized Improvements	5600	+	456,666.00	413,381.00	43,285.00
Professional/Consulting Services/Operating Exp.	5800	+	558,034.00	524,672.00	33,362.00
Marketing Fees	5812	+	99,545.00	88,569.00	10,976.00
Communications	5900	+	43,901.00	43,711.00	190.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		= \$	1,372,072.00	\$ 1,259,379.00	\$ 112,693.00
CAPITAL OUTLAY					
Depreciation - Equipment	6900	+ \$	100,976.00	\$ 103,050.00	\$ (2,074.00)
Depreciation - Leasehold Improvement	6900	+	20,522.00	20,522.00	-
TOTAL, CAPITAL OUTLAY		= \$	121,498.00	\$ 123,572.00	\$ (2,074.00)
OTHER OUTGO					
Debt Service Payment - Interest (Capitalized Leases)	7438	+ \$	2,263.00	\$ 763.00	\$ 1,500.00
TOTAL, OTHER OUTGO		= \$	2,263.00	\$ 763.00	\$ 1,500.00
RESERVES					
Operational Reserve	9780	+ \$	199,091.00	\$ 147,614.00	\$ 51,477.00
Reserve for Economic Uncertainties	9789	+	199,090.00	147,615.00	51,475.00
TOTAL, RESERVES		= \$	398,181.00	\$ 295,229.00	\$ 102,952.00
%			6%	5%	
TOTAL, EXPENDITURES		\$	6,636,354.00	\$ 5,904,579.00	\$ 731,775.00